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ABSTRACT

Publications produced from research projects conducted by the Texas University Research and Development Center are listed. Information is given concerning the following university-based projects: 1) Classroom Organization and Effective Teaching; 2) Dimensions of Classroom Instruction; 3) Student Perceptions and School Behavior; 4) Teaching-Learning Interaction; and, 5) Research on Concerns-Based Adoption. Reports from previous projects are included. An abstract for each document is provided, and information on availability is cited. (JD)

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The University of Texas at Austin

SP 015 948

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CENTER INFORMATION AND CURRENT PROJECTS

HISTORY AND MISSION OF THE CENTER

The Research and Development Center for Teacher Education was established at The University of Texas at Austin in 1965. Funding was initially provided by the U.S. Office of Education and subsequently by the National Institute of Education. The Center was built on a foundation of eight years of previous research, development and demonstration projects in the field of teacher education supported by the Hogg Foundation for Mental Health, the National Institute of Mental Health and the U.S. Office of Education. Additional support has been received throughout these years from the University and its College of Education. In December 1979, the Center was invited to enter into a long-term special arrangement with its primary funding agency which assures continuity of work in its mission area over the next five years.

The mission of the Center is to design and conduct research and related activities in close collaboration with practitioners, policy-makers, and researchers at all levels in the field of teacher education. It aims to increase the validated knowledge bases underlying effective teaching and learning and successful implementation of research based practices in a variety of settings. Specific research initiatives are focused on areas of major concern to on-line practitioners in public schools and colleges where the potential for greater educational benefit for all learners via changed practices by teachers and teachers of teachers is especially high.

Over more than two decades of sustained research and development in its mission area, relative emphasis on various R&D functions (basic and applied research, program development, evaluation and dissemination/implementation) has shifted from time to time. Emphasis has also varied on preservice versus inservice problems and research needs and on college-based and school-based training programs. The current focus has evolved and sharpened as we and other educational R&D performers have learned more about how to design and conduct research with high probability of timely and practical translation into practice.

In the current state of this evolution, several characteristics of the Center's operation are important:

- The Center focuses principally on basic and applied research and those related activities necessary to support its effective conduct and implementation in practice in a variety of locations with differing population characteristics.
- All research is focused in the Center's broad mission area of teacher education, this includes research designed to increase knowledge bases regarding the effects of various kinds of teachers and teaching on various important dimensions of learning by students with different backgrounds, characteristics and previous achievements; research on the effects of teacher education programs and practices on teachers, from the preservice level through all stages of career teaching; and research on the support and delivery systems required to assure high quality implementation of research-validated practices by teachers and teacher educators who have differing concerns, characteristics, previous experience and current perspectives.
- The Center maintains close communication and frequently active, extensive collaboration with communities of scholars and researchers, R&D performers in other institutions, including other Centers and Regional Laboratories, and practitioners, administrators and policy makers involved in its mission area in this country and abroad.
- The Center is committed to educational equity through its long-range search for teaching practices and contextual factors which are differentially effective for different student populations, including those least well served by prevailing organizational and instructional practices; through its own staffing designed to increase the participation of minorities and women in research and related activities; and through advisory boards carefully selected to insure the incorporation of a balanced array of perspectives held by diverse researchers, practitioners and other constituencies in all Center planning.
- The Center is committed to training through its employment of many researchers-in-training; through a special program being designed to increase recruitment capability and training opportunities for highly promising minority members and women not yet qualified to enter the field; and through a Visiting Scholars program which is attracting international scholars to the Center for extended periods of study and participation in Center research.

The Center looks to the years ahead as a period of tremendous challenge in deepening the knowledge based underlying teacher preparation, continuing education and practice. Increased understanding of the complex processes which influence learning of many kinds in the school and classroom by the teacher is an essential ingredient in making education more effective for all learners.

Current projects which contribute to the overall mission of the Center as described briefly on the following pages. Further inquiries regarding the Center are welcome.

Division I
Research In Teaching And Learning (RTL)

A crucial part of the Center's mission, in addressing problems known to practitioners and researchers in the field of teacher education, is the building of a knowledge base which can inform decision making. Until recently this knowledge base lagged far behind, leaving practitioners and researchers to make critical decisions relevant to teacher education based on scant information from research. Much of what is known about classroom processes which can be reliably linked to student outcomes has emerged from the Center's past work.

Two programs (COET and TLI) have engaged principally in process-product studies of classroom interaction and teaching effects. These long term programs have contributed substantially to one of the knowledge bases required to develop teacher education materials and procedures which facilitate those kinds of classroom organization patterns, interactional procedures, and teaching behavior with known effects on several important kinds of pupil outcomes.

The Center's Division of Research in Teaching and Learning is composed of four projects which focus on issues in classroom research of particular interest to teachers, teacher educators, and researchers. Those include studies of student characteristics; attitudes, perceptions, and teacher behaviors; organizational strategies and organization of curriculum content; and student and teacher coping skills.

These four projects have distinctly different foci although these areas overlap in certain important ways. Each draws on expertise resident in the others. A brief description of Division I's projects and their major purposes and objectives follow.

Classroom Organization and Effective Teaching Project (COET)

One of the most nagging problems that teachers face today, especially new teachers, involves classroom management and organization. Past research on teacher behaviors and effects on student learning points sharply to the need for studying management and organizational aspects of conducting school. In a well run classroom, probably the most important aspect of management is the planning and organizational strategies set by the teacher prior to the first day of class. Rule setting and organization of procedures for learning affect the class as a whole and student learning from day one.

The Classroom Organization and Effective Teaching project (COET), formerly the Correlates of Effective Teaching program and the Collaborative School-Based project, has conducted four studies to describe relationships between classroom processes and outcomes and two studies on classroom organization and management in elementary and secondary classrooms. These include: The Texas Teacher Effectiveness Study which examined the classroom behavior of 31 second-and third grade teachers who consistently produced student learning gains over four years; The Student Attribute Study which examined the cyclical nature of teacher-student interaction and also student attributes as they affect teacher expectations; The First-grade Reading Group Study which examined certain group management techniques for effectiveness in the teaching of reading; The Junior High School Study which replicated and extended the Texas Teacher Effectiveness Study by examining teaching behaviors and learning gains in English and Mathematics in junior high classrooms; The Classroom Organization Study which was designed to detect effective strategies for organizing and managing third-grade classrooms, with a special focus on teacher's management of time, materials, contacts with students, and constraints; and, The Junior High Organization Study which addressed several questions concerning the tasks of teaching in the upper grades.

In the elementary grades, the observations were conducted during the first days of class in Fall 1977, in 27 teachers' classrooms. Subsequent observations throughout the year totaled 75 hours in each of these classrooms. One year later, in the Fall of 1978, classroom observations began in the junior high grades. Fifty teachers were observed on the first day of school and subsequently for a total of 15 hours each in the first three weeks of school. Follow-up observations were made during the year, for approximately 1,400 classroom hours. Other data include student achievement scores, teacher interviews, questionnaires, and student ratings. These two studies have led to the current experimental study which represents another attempt to influence teaching behaviors.

The objectives of the Classroom Organization and Effective Teaching project which address the research problem of classroom management, organizational strategies, teacher behaviors, and effects on student learning include:

1) the continuing analyses of classroom observation data which have been collected over the past 8 years on the important relationships among classroom processes; including variables which influence the relationship between teacher and learner, such as context (subject matter, grade level, lesson content), pupil characteristics (aptitude, attitude toward school), and teacher characteristics (management strategies);

2) to answer more global questions about effective classroom practices and to address the questions of "how" and "why" certain relationships exist between classroom processes and student outcomes;

3) to design studies to test suggestions about effective management and organization principles which have emerged from past descriptive correlational studies in order to produce valid and useful prescriptive suggestions for practitioners and researchers;

4) to disseminate research results and applications to members of the educational research community, teachers, teacher educators, and administrators; and

5) to continue collaborative work with other institutions such as the University of Texas, school districts, and other research centers and laboratories.

Project outcomes will be additional reports of data analyses conducted for each of the studies, including reports based on the analyses of the classroom process data in terms of lesson contexts, reports based on optimal teacher behaviors for different types of students, reports based on collected data about effective and less effective classroom managers in both elementary and junior high classrooms, and reports on more general mechanisms underlying effective teaching.

Dimensions of Classroom Instruction Project (DCI)

The mission of the DCI project is to bring its methodological expertise to bear on substantive field research findings, with the double target of comparing, evaluating, and integrating methods of data collection, and constructing a comprehensive picture of the classroom environment in which children learn (or do not learn) to read. The content of reading instruction and its relationships to teacher techniques and individual student abilities and perceptions are areas of particular examination. This two-faceted approach produces findings of interest to two major audiences. The first is researchers concerned with the implications of using different methods of classroom observation. The second audience is teachers and administrators concerned with effective teaching of reading, especially those aware of the critical point when teachers choose instructional methods and make content decisions to suit individual students.

To achieve these goals, data from a year-long study of second grade reading groups using ethnographic methods, videotapes, and a quantitative coding system are being analyzed, and the relationships among the kinds of information provided by each method are being explored.

The daily narratives of reading classes have been organized and categorized to produce profiles of a variety of classroom environments. These profiles, for the methodological purposes of the study, will be compared with profiles generated by other data sources. They will also serve as the basis for the final product of the study: a description of what events occur in reading classes and how they are related to success or failure of individual students.

DCI has accumulated a library of technically excellent videotapes of second grade reading lesson periods. The videotapes were produced with the purpose of focusing on small reading groups and individual teacher/student interactions, but they also, when possible, provide a picture of the whole classroom and the activities of students not engaged with the teacher. These tapes have been and will continue to be a valuable research tool in a number of analyses designed to meet the DCI goals described above, as well as a resource available to other projects in the Center. (A technical report describing the production of those videotapes is available to researchers concerned with videotaping in a naturalistic environment.)

DCI has developed a minicomputer laboratory designed to facilitate the analysis of videotapes and to conduct experiments using hypotheses generated from the ethnographic materials. Technical reports and professional papers are being prepared to make the methodological findings available to other researchers. A workshop for the teachers who participated in the Second Grade Study is under development, and other dissemination avenues will be followed as a picture of effective instructional techniques becomes available.

Student Perceptions and School Behavior Project (SPSB)

The overall purpose of this research project is to institute a systematic search for those factors that shape pupils' perceptions of their world (self, others, and the environment), to identify those factors that generate disruptive behaviors and which may be amenable to change; and ultimately, to develop guidelines that may be used in developing techniques and programs for prevention and remediation. This approach is based on the theory that behavior is determined by the way one perceives (experiences) his world (Sherif and Sherif, 1969; Lindsey and Aronson, 1968; and Lewin, 1951). It is obvious to educators that increasing incidents of disruptive behavior in school are major obstacles to teaching and learning, but little has been done to determine causes of disruptive behavior as based upon the students' perceptions and points of view. We do not intend to neglect the viewpoint of others involved in the education process – teachers, administrators, and counselors will also function as a source of information – but the target students and their world will be focus for our Project. Through the various sources of data, we should be able to better understand disruption in the school and classroom, why it happens, and what measures can be taken to predict, intervene, and eliminate disruptive (maladaptive) behavior by students. The results of this study will be available for use by school administrators, counselors, and teachers in urban, surburban, or rural settings where disruptive student behavior is a problem.

The specific objectives of this project are: (1) to determine perceptual patterns of a group of Black, Mexican-American, and Anglo eighth grade students (both disruptive and non-disruptive); (2) to determine whether perceptual patterns differentiate disruptive and non-disruptive student populations across groups and/or within ethnic groups; (3) to determine if relationships exist between defined disruptive behaviors and defined perceptual patterns; (4) to determine if relationships exist between perceptual patterns of disruptive students and others' (teachers, administrators, counselors) perceptions of these students; (5) to identify the nature and type of experiences that appear to influence disruptive students' perceptions; and (6) to identify those experiential and environmental factors influencing student perception that would provide a basis for developing programs of intervention and prevention within public schools.

A naturalistic inquiry methodology is being utilized by the SPSB Project. Data is being obtained from three sources – classroom observations of target students, formal and informal interviews with target students and their teachers, and measurement of the school environment/climate. Each target student is observed in the classroom and in the general school setting by Project ethnographers. The

students are then interviewed to elicit directly their perceptions about their world. Finally, a technique of stimulus recall video vignettes is employed to cross-validate students' observed and self-reported perceptions.

The SPSB Project is working with 20 tri-ethnic eighth grade students designated as disruptive (according to official school records) or non-disruptive. The research site is an inner-city junior high school in San Antonio, Texas, with a predominantly minority student population. During the second phase of the Project, research will be conducted concurrently at two research sites – the above mentioned school and a predominantly white suburban junior high school.

We plan to disseminate SPSB Project papers as the research progresses and will have several items available, including two manuals which are used in the training of ethnographers/observers. A brochure explaining the purpose, focus, and plans for this Project will be available for distribution at the end of February.

Teaching-Learning Interaction Project (TLI)

This study uses a multivariate Lewinian model to assess the interacting effects of teachers' and students' intellectual, emotional and coping skill characteristics on student's cognitive, affective and coping outcomes, over a school year. The design is replicated over two years, in two regions of the U.S., with Black, Chicano and Anglo students at the upper elementary level. The ultimate aims of the study are: 1) to identify teaching strategies that have optimal effects for different kinds of students, 2) develop reliable, valid instruments for assessing teaching and learning effects, 3) develop a logical-statistical model to assess complex, often curvilinear, often interacting classroom phenomena, 4) develop a system of decision rules for helping educators decide what is likely to work best at those many points where research findings show that no valid, generalizable prescription can be specified in advance, 5) illustrate ways in which educators can use various measures for student diagnosis, for feedback to teachers, and for assessing outcomes of schooling, and 6) add to the present theory of classroom teaching and learning.

Some Useful Findings to Date

1. There is a lawful web of interrelationships between teacher classroom behavior and resultant student outcomes at the end of the school year.
2. Basic skills mastery (achievement) is a result of more components than just technical skill training and aptitude: it is strongly affected by coping skills, self-esteem, attitudes towards school, career rewards sought, and occupational and educational aspirations.
3. Changes on each pupil outcome is produced by a different combination of these factors.
4. In order to measure variables such as these, assessment tools are needed which are both reliable and valid. For maximum efficiency and practicality, the assessment tools must also be easily usable in and by a school, at a relatively low cost. Such instruments have been developed for the TLI and Cross-National Studies.
5. Teaching behavior, as measured by trained observers' ratings, show substantial stability even when teaching different subjects to different groups of students. In addition, a pupil behavior score based on observers' ratings of pupils was derived for each teacher. These scores also correlated significantly across different classes in the two years. These findings further suggest continuity of teacher behavior, insofar as its consequences appear to be similar across different classes of students.
6. With respect to students' evaluation of teaching effectiveness, the students were not subjectively biased by their own SES or ethnic background, nor were they biased by their performance level. Furthermore, the students and the adult observers agreed to a considerable degree in describing the teachers, in both years. Taken with the evidence of lack of bias, this suggests that the students are giving a reasonably valid picture of teacher behavior, and its effects on them. This is further supported by the findings that the different classes in two successive years substantially agreed (.68) in rating the same set of 28 teachers. Finally, change in students' evaluation of teaching was positively affected by just those teacher traits and observed actions that logically should affect it.
7. Teachers' personal characteristics affect their classroom behavior. In turn, this affects student achievement directly, and also effects other student characteristics that influence achievement.
   a) Teachers who are stimulating and inventive in their presentation of material tend to have higher student achievement.
   b) Teacher "efficiency" and "responsibility" (self-rated) and positive teacher attitudes toward life produce greater student concentration on work (time on task). This seems to be because such teachers are observably more systematic and purposeful in their classroom management. The result of high student concentration is increased achievement gain over the school year (Peck, Fox, and Blattstein, 1978).
8. There are no simple, general prescriptions for teachers that work well for all students. What works best for some types of students is actually detrimental to the achievement of other types of students. In other words, the effect of teacher behavior depends on the kinds of students involved. There are some predictable regularities at this level.
9. A wide range of difference was found among experienced teachers, on every characteristic studied. Most were in what might be called a responsible middle range. About 12 to 15% stood out as a somewhat separate group of extremely effective teachers. At the other end, about 10 to 12% were distinctly below the majority.

Division II
Research In Teacher Education (RITE)

The program being initiated by this newly formed Division grows out of two bases: (1) over 15 years of programmatic research, development and dissemination activities in the field of teacher education throughout the early years of the Center and projects which preceded its establishment and (2) a planning project concluded in late 1979 designed to develop a national agenda for future research in teacher education. That project is further described below.

The new program will develop further and refine a conceptual framework for teacher education research and interrelate and systematize the many suggestions for critically needed future research contributed by the multiple constituencies of teachers education and staff development groups which participated in the planning process. The resulting agenda will serve as a direct guide for substantive research to be initiated by the Center and as a means of stimulating and coordinating complimentary research initiatives elsewhere.

Research and Development Agenda in Teacher Education (RDATE)

This project focused on the question, "What are the researchable questions and issues that should be identified for teacher education research and development activities over the next three to five years?" This query was addressed through an examination of the issues and problems facing the profession; answers were to provide the basis for establishing an interrelated set of prioritized issues that the Center should address in future teacher education research. The exploration of issues and the design of a research agenda were developed collaboratively through a national Planning Committee representing concerned constituencies from different aspects of the profession. Papers addressing the current issues in teacher education were commissioned by the Planning Committee and presented at a national conference. A new research thrust in teacher education for the Center was generated from the issues conference, which provided the structure for developing a new comprehensive and integrated Center program mission. The planning project is concluded; the work is now being carried on in the Center's new Research in Teacher Education Program, Division II.

Division III
Research On The Improvement Of Practice In Schools And Colleges (RIP)

In the past decade, the American educational system has been caught up in an avalanche of new process and product innovations, developed to remedy a plethora of ills, both educational and social in nature. One major outcome of this struggle to improve has been the recognition that educational change is a complex, lengthy process. In a system wherein change is mandated by the very crucial problems demanding solutions and the practices demanding improvement, the change process must be both fully understood and effectively facilitated.

Understanding of the change process and how it might best be facilitated is the major goal of the Division of Research on the Improvement of Practice. The two projects included in this Division take somewhat different approaches. The Research on Concerns-Based Adoption Project, a direct outgrowth of years of previous Center research, focuses on the process of implementing new programs and ideas in schools and colleges. The Concerns-Based Adoption Model, reflecting on the changing needs and behaviors of the individual as the change process unfolds, is the framework for a series of studies of the efforts and concerns of various change facilitators, particularly school administrators, and how these affect improvement efforts. The ultimate goal is development of a complete and systematic model for understanding and facilitating change.

The second project, the Study of Dissemination Efforts Supporting School Improvement, is a policy study funded by the U.S. Office of Education to compare and contrast the efforts and effects of various federally-funded strategies to initiate and facilitate school improvement. The Center's contribution to this study, which involves several research and development institutions around the country, is to help understand how the different strategies are implemented at the local school and school district level.

Research on Concerns-Based Adoption Project (RCA)

The goal of the Research on Concerns-Based Adoption Project has been, and continues to be, the understanding of the process of educational change, and the development of principles to guide that process most effectively. The Concerns-Based Adoption Model (CBAM) forms the framework for project research and development activities and serves as a means to understand and describe the process of change.

The CBAM is grounded on several assumptions. First, change is not a simple solitary event, but a complex process requiring a considerable investment of time and energy by each individual within a changing system. Second, each individual experiences change in a unique way, at his/her own rate and with a unique level of intensity. Third, there are basic characteristics of the change process that involve individual growth in two dimensions: (1) the concerns of the individual about the change and (2) the use by the individual of the innovation being implemented. Finally, the assumption is made that when those persons responsible for facilitating change have relevant information about those individuals experiencing the process they are better able to provide effective facilitative support.

One key dimension of the CBAM, Stages of Concern About the Innovation (SoC), describes the concerns of individuals experience during the change process. These range from early concerns about "self," to concerns about "task," and finally to concerns about "impact." Reliable and valid instruments for measuring the seven Stages of Concern, as well as methods for interpretation, have been developed and applied in a number of studies.

Another major dimension, Levels of Use of the Innovation (LoU), describes how performance changes as the individual becomes more familiar with an innovation and more skillful in using it. Eight distinct Levels of Use have been identified that range from orienting, through mechanical first use, to routine use and finally to various levels of refinement. A focused interview procedure has been developed to measure Levels of Use and has been used in a number of research and evaluation studies.

Another concept important to describing the implementation process, Innovation Configuration, focuses on the various operational forms of an innovation that result when users "adapt" it for use in their particular situations. The innovation configuration concept has been refined and a procedure for their identification is being tested.

The previously described dimensions constitute the descriptive, or diagnostic, part of the CBAM. Another concept, interventions, describes the actions taken or events that occur which influence the use of an innovation. Staff have been actively engaged in efforts to observe, document, define, and analyze these actions/events. A resultant product has been a preliminary framework for classifying interventions, a developing Intervention Taxonomy. Potentially, interventions may form the more prescriptive part of the CBAM.

Past project research has focused on these four dimensions of the CBAM, utilizing them in numerous studies of improvement efforts. Current and future research involves relating the diagnostic data provided by Stages of Concern, Levels of Use and Innovation Configurations to interventions, and the development of principles to guide change facilitators in the selection of appropriate interventions from a concerns-based perspective. A series of studies of change facilitators, particularly school administrators, is underway which seeks to understand how their concerns and behaviors influence the process of change in schools and colleges.

Study of Dissemination Efforts Supporting School Improvement Project (DESSI)

The Study of Dissemination Efforts Supporting School Improvement, funded by the U.S. Office of Education, is a collaborative effort of major educational research and development institutions around the country to identify the effects of several federally-funded school improvement strategies. The R&D Center for Teacher Education has been a full collaborating partner from the conceptualization phase, and will remain so through report preparation and dissemination.

The main purpose of the study is to look at a variety of strategies used by the federal government to encourage school improvement and to try to understand differences and similarities in the programs, including in the people who become involved, and in the effects of the programs themselves.

Among the strategies being studied are the National Diffusion Network, through which the federal government funds projects developed by schools and districts to be disseminated to other schools and districts around the country by state-based facilitator offices; a marketing strategy used by the Bureau for the Educationally Handicapped, through which exemplary programs for handicapped students developed in local school and districts are marketed by commercial publishers; and a strategy funded by Title IVC of the Elementary and Secondary Education Act, providing money directly to schools and districts to develop their own programs which directly meet their needs.

Each of these programs—and others—are being studied at three levels: the policy level, where decisions are made by national and state government agencies about what school improvement should look like and how programs shall be administered; at the "linker" level, where individuals and agencies external to schools assist them in learning about, adopting, and using new programs; and at the local site level, the teachers, schools and school districts where programs are actually used. At each level, and for each major strategy, study questions probe what factors facilitate and what ones inhibit successful school improvement.

RDCTE staff involvement includes contribution to study design, instrumentation, training of field of researchers, data analysis, interpretation and report writing. In addition, RDCTE is responsible for all data collection from schools and school districts for the National Diffusion Network sample, involving over sixty sites in ten states.

PUBLICATIONS

CLASSROOM ORGANIZATION AND EFFECTIVE TEACHING PROJECT

The following materials can be ordered from the Communication Services Division on RDCTE. For other information about COET Project, contact:

Dr. Carolyn M. Evertson, Director
Classroom Organization and Effective Teaching
R & D Center for Teacher Education
Education Annex 2.124
The University of Texas at Austin
Austin, Texas 78712

Classroom Management and Organization in Elementary Classrooms

A one-year study conducted in low SES elementary schools to answer questions about effective instruction by focusing on classroom organization and management, especially at the beginning of the year.

6002
Elementary School Classroom Organization Study: Methodology, and Instrumentation, C.M. Evertson, L.M. Anderson & B. S. Clements, RDCTE, 1980, 160 pp.
This report contains the background and rationale for a study of management and organizational practices in 29 third grade classrooms. Data collection began on the first day of school and continued throughout the year. Appendices containing examples of instruments are included.
$3.75

6003
Classroom Organization at the Beginning of School: Two Case Studies, L. M. Anderson & C. M. Evertson, RDCTE, 1978, 47 pp.
This paper describes the first morning of school for two teachers: one who is a very effective classroom manager, and one who is inexperienced and makes several mistakes. This discussion emphasizes what the teachers did differently and suggests effective strategies for classroom management at the beginning of the school year. This paper was presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, February, 1978.
ERIC ED 166 193
$2.00

6004
Socratic Suggestions for the Mind Set of Teaching, N. McKee, RDCTE, 1978, 32 pp.
This booklet contains information from research and suggestions for new teachers about how to start the school year in more effective ways.
$1.50

*6005
Effective Classroom Management at the Beginning of the School Year, E. T. Emmer, C. M. Evertson & L. M. Anderson, *Elementary School Journal*, 1980, (in press), 30 pp.
The organizational, managerial, and planning behaviors of 28 third-grade teachers were assessed through intensive observations supplemented by interviews. This paper argues that descriptions of effective management are incomplete without observations during the structure-setting phase, and that subsequent management problems and successes are illuminated by an examination of beginning-of-year data. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1979.
ERIC ED 178 542
$1.50

6006
Dimensions in Classroom Management Derived From Recent Research, L. M. Anderson, C. M. Evertson & E. T. Emmer, *Journal of Curriculum Studies*, 1980, (in press), 28 pp.
Seven most and seven least effective classroom managers from a study of 28 third-grade teachers were compared to determine which managerial dimensions differentiated them. Some working hypotheses are suggested about the differences between the two groups. Teacher behaviors are examined for the information conveyed to students about classroom behavior. Teachers' skills in diagnosing students' needs for information are discussed.
Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1979.
ERIC ED 175 860
$1.50

6007
Beginning School, C. M. Evertson & L. M. Anderson, *Educational Horizons*, 1979, 57, 164-168.
Differences in management and organizational skills of effective and less effective classroom managers are presented. Findings are drawn from extensive observations of 28 third-grade teachers who were observed from the beginning of the school year. They suggest that teachers who are successful managers arrange to prevent problems from occurring and establish useful routines early in the year.
ERIC ED 178 541
$1.50

*provides an overview of this section.

Classroom Management and Organization in Secondary Classrooms

A one-year study conducted in junior high school English and mathematics classes to answer questions about effective instruction by focusing on classroom organization and management, especially at the beginning of the year.

*6100
Junior High Classroom Organization Study: Methodology and Instrumentation, C. M. Evertson, E. T. Emmer & B. S. Clements, RDCTE, 1980, 40 pp.
This report presents the background, methodology, and instrumentation for a descriptive-correlational study of classroom organization and management from the beginning of the school year. Examples of rating scales, questionnaires, student ratings and narrative records are included.
$2.00

6101
Junior High Classroom Organization Study: Summary of Training Procedures and Methodology, C. M. Evertson, E. T. Emmer & B. S. Clements, RDCTE, 1980, 40 pp.
This is an abbreviated version of #6100 which includes an overview and rationale for the junior high school classroom organization study without examples of instruments and other forms.
$1.75

6102
Junior High Classroom Organization Study: Observer Training Manual, C. M. Evertson, E. T. Emmer & B. S. Clements, RDCTE, 1980, 129 pp.
This manual is an abbreviated version of #6100 which includes data collection instruments, and training procedures for the study of classroom organization and management at junior high school. Examples of letters to participants and step-by-step procedures are included.
$3.50

*provides an overview of this section

Studies of Classroom Teaching Effects

1. Correlational and Experimental Studies of Teaching Effectiveness-Elementary

A. The Texas Teacher Effectiveness Study

One of the project's major efforts was a two-year study of teaching effectiveness involving the examination of the classroom behavior of second and third grade teachers consistent in producing student learning gains.

*4015
Teacher Behavior and Student Learning in Second and Third Grades, J. Brophy & C. Evertson, RDCTE, 1975, 29 pp.
This report presents information gathered by the process data and the coder ratings of teachers in the Texas Teacher Effectiveness Study. It is contained in *The Appraisal of Teaching: Concepts and Process,* G. Borich, Reading, Mass: Addison-Wesley, 1976.
$1.50

4004
Process-Product Correlations in the Texas Teacher Effectiveness Project: Final Report, J. Brophy & C. Evertson, RDCTE, 1974, 151 pp.
Presents Pearson correlations between measures of classroom process (both high and low inference) and measures of student learning for second and third grade students in a two-year replicated field study.
ERIC ED 091 394
$4.50

4016
Teacher Behaviors Related to Learning by Low vs. High Socio-Economic Status Early Elementary Students, J. Brophy, RDCTE, 1975, 19 pp.
The paper describes SES differences in correlates of learning gains as found in the Texas Teacher Effectiveness Study, a two-year, replicated study of presage and process correlates of learning gains by second and third grade students. Variables which correlated differentially with learning gains by high and low SES are presented, and patterns of teacher behavior associated with maximal learning in each SES group are discussed.
This paper was presented at the American Educational Research Association annual meeting, Washington, D. C., April 1975.
$1.00

4018
Relationship of Teacher Praise and Criticism to Student Outcomes, C. Evertson, RDCTE, 1975, 21 pp.
This paper compares the effects of praise and criticism on high and low SES classes as reported in the Texas Teacher Effectiveness Study, a two-year, replicated correlational study of second and third grade teachers chosen for their consistency in producing student learning gains. Although the absolute incidence of evaluative comments was low, praise was found to correlate positively in low SES classes, negatively in high SES, and criticism was found to be negatively related to low SES but positively to high SES. These findings are discussed.
This paper was presented at the American Educational Research Association annual meeting, Washington, D. C., April 1975.
ERIC ED 146 155
$1.00

4019

Error Rates and Question Difficulty Related to Elementary Children's Learning, J. Crawford, C. King, J. Brophy & C. Evertson, RDCTE, 1975, 16 pp.

This paper presents information gathered in high and low SES second and third grade classrooms on error rates and question difficulty level over a two-year period. When correlated with residualized student gain scores, patterns of optimal error rates and question level difficulty for high and low SES emerge. These data are presented and implications for teaching strategies are discussed.

This paper was presented at the American Educational Research Association annual meeting, Washington, D. C., April 1975.

ERIC ED 147 275

$1.00

4020

Teacher Feedback to Children's Answers: Process-Product Relationships, L. Mahaffey, J. Brophy & C. Evertson, RDCTE, 1975, 20 pp.

This paper presents information gathered in high and low SES second and third grade classrooms on teacher feedback to different types of student responses. When correlated with residualized student gain scores, different patterns of effective teacher behaviors emerged for high and for low SES classrooms. Analyses included feedback by level of question. Linear and curvilinear relationships are discussed.

This paper was presented at the American Educational Research Association annual meeting, Washington, D. C., April 1975.

ERIC ED 146 153

$1.00

4022

Classroom Observation Scales: Stability Across Time and Context and Relationships with Student Learning Gains, J. Brophy, C. Coulter, J. Crawford, C. Evertson & C. King, *Journal of Educational Psychology*, 1975, 67, 873-881.

Twelve classroom observation scales were used in a process-product study of second and third grade teachers' success in producing student learning gains. Although the scales showed good stability across the years and across contexts within years, they did not show the numbers and kinds of relationships with student learning gains expected on the basis of previous research. These findings are interpreted to mean that student learning gains in the elementary grades call for different teacher behaviors than at higher grade levels.

$1.25

4030

Traditional Attitudes and Teacher Consistency in Producing Student Learning Gains in the Early Elementary Grades, G. Sherman, J. Brophy, C. Evertson & J. Crawford, *Journal of School Psychology*, 1976, 14 (3), 192-201.

This paper compares responses to a 495-item questionnaire of 30 teachers selected for the Texas Teacher Effectiveness Study on the basis of their consistency in producing student learning gains on standardized tests, and 38 comparison group teachers working in the same grades and school system. The two groups' responses were found to be similar except for a cluster of variables which formed a traditionalism factor. This finding is discussed as well as general comparisons and contrasts between the two groups.

This paper is a revision and condensation of No. 4017.

$1.00

4032

The Texas Teacher Effectiveness Study: Student Sex, Grade, and Socioeconomic Status Differences in Classroom Process Measures, J. Brophy, C. Evertson, J. Crawford & G. Sherman, RDCTE, 1975, 75 pp.

Data gathered by classroom observers using the Texas Teacher Effectiveness Study Coding System (No. 4038) were analyzed for differences by grade, sex, and student socioeconomic status. Grade and sex differences were minimal, but SES differences were widespread, indicating that teachers working at the same grade level may be encountering very different opportunities and demands. Teacher behaviors appropriate to high and low SES are discussed.

ERIC ED 150 159

$2.25

4042

Classroom Dyadic Interaction: Factor Structure of Process Variables and Achievement Correlates, J. Crawford, J. Brophy, C. Evertson & C. Coulter, *Journal of Educational Psychology*, 1977, 69, 761-772.

Process-product correlations were computed between factor scores and derived from an analysis of 21 dyadic interaction variables (data from elementary classrooms) and residual gains of the Metropolitan Achievement Test. Results suggest that the factor structure and the correlations with learning vary with the context of the data and school SES level.

This paper was presented at the annual meeting of the Southwestern Psychological Association, Albuquerque, New Mexico, 1976.

$1.00

4025

Texas Teacher Effectiveness Project: Stability Correlations Between First and Second Year Data, J. Crawford, J. Brophy & C. Evertson, RDCTE, 1975, 86 pp.

Pearson correlations coefficients between first and second year data of a two-year, replicated study are compared for stability of classroom behaviors. A great deal of variation was found; factors which affected stability, explanations for differences in stability of high and low inference process variables, and discussion of the implications for classroom research of these findings are included.

ERIC ED 150 158

$2.75

4047

Process-Product Relationships in Second and Third Grade Classrooms, J. Crawford, C. Evertson, L. Anderson & J. Brophy, RDCTE, 1976, 53 pp.

Correlational relationships between measures of classroom processes and residual scores on the Metropolitan Achievement Test are discussed for second and third grade classes. Most findings are differentiated by SES level of the pupils and the context of the interaction. Results suggest that the more "structured" and "direct" teaching methods are generally associated with higher achievement in the early elementary grades.

ERIC ED 148 888

$2.00

4027

The Texas Teacher Effectiveness Study: An Investigation of Selected Presage-Process Relationships, C. Evertson, J. Brophy & J. Crawford, RDCTE, 1975, 53 pp.

The occurrence of certain teacher behaviors as reported by second and third grade teachers on a questionnaire was compared to process measures of the same behaviors as recorded by classroom observers visiting these teachers' classrooms. Poor accuracy was demonstrated on the part of the teachers in reporting their behaviors. Behaviors reported most accurately were those stressed most in teacher education programs. Accuracy of those teachers producing high student learning gains was not much better than that of their less successful colleagues.

ERIC ED 147 277

$2.00

1077

Stability in Teacher Effectiveness, J. Brophy, *American Educational Research Journal*, 1973, *10*, 245-252.

A research report on the study designed to evaluate the degree to which teachers are consistent across years, sex of students, and subtest in their relative effectiveness in producing student learning gains. Includes information on statistical design, methods and summary data.

ERIC ED 066 438

$1.50

4012

Stability Measures of Classroom Process Behaviors Across Three Different Contexts in Second and Third Grade Classrooms, J. Brophy, C. Evertson, J. Crawford, C. King & K. Senior, RDCTE, 1975, 54 pp.

Data on the stability across three classroom contexts (morning, afternoon, or reading group interactions) are presented for 172 process measures derived from the coding system, *Texas Teacher Effectiveness Study: Classroom Coding Manual* (No. 4038). Possible explanations for the contrasting patterns of stability are offered.

$2.00

4038

Texas Teacher Effectiveness Study: Classroom Coding Manual, J. Brophy & C. Evertson, RDCTE, 1976, 52 pp.

The coding system used in the two-year study of teaching effectiveness involving the examination of the classroom behavior of second and third grade teachers consistent in producing student learning gains. The system differs from *Teacher Child Dyadic Interaction* (No. 0043) in that it provides for extensive coding of student initiated questions and comments; opinion questions; expanded private work contacts, both teacher and student initiated; and coding of quality and type of disciplinary and behavioral contacts.

ERIC ED 150 161

$2.00

4044

Training Observers for Naturalistic Observational Research, C. L. Coulter, RDCTE, 1976, 22 pp.

Procedures are presented for training classroom observers to collect data in naturalistic research projects by working with coding manuals, video-tapes, written dialogues, through group discussions with trainers and in real classrooms. Guidelines are suggested for minimizing observer effects, maintaining good relations with school personnel and insuring accurate data. Discussion of inter-coder reliability describes methods of obtaining these estimates and reducing sources of unreliability. Training procedures are appropriate for use in large or small studies.

ERIC ED 147 274

$1.25

4005

The Texas Teacher Effectiveness Project: Questionnaire and Interview Data, Final Report C. Evertson & J. Brophy, RDCTE, 1974, 128 pp.

Presents the linear Pearson correlations between variables taken from the teacher questionnaire and interview data and measures of student learning. These data were taken from the 28 teachers included in the second year of a two-year replicated field study of second and third grade classrooms, as well as two teachers who had been included in the first year of the study but who had retired in the meantime.

ERIC ED 099 346

$4.00

4006

The Texas Teacher Effectiveness Project: Presentation of Non-Linear Relationships and Summary Discussion, J. Brophy & C. Evertson, RDCTE, 1974, 400 pp.

Presents linear and non-linear relationships between both high and low inference measures of classroom process behavior (teacher-student interaction) and student learning measures. Includes *both years of a two-year,* replicated field study of second and third grade students.

ERIC ED 099 345

$12.00

**provides an overview of this section*

B. The First-grade Reading Group Study

The First-grade Reading Group Study was an experimental examination of teaching effectiveness. Twenty-two principles of small-group management were taught to a group of first-grade teachers who implemented them in their reading instruction. Both treatment and control teachers were observed, and extensive data were collected on teaching behaviors. Classes in the treatment groups showed higher adjusted reading achievement at the end of the year, and many of the behaviors described in the instructional model were related to achievement as expected. In addition, the study demonstrated that the relatively minimal and inexpensive treatment did lead to changes in the treatment teachers' behaviors. The following reports describe the results of the study.

4072
An Experimental Study of Teaching Effectiveness in First-grade Reading Groups, L. Anderson, C. Evertson & J. Brophy, *Elementary School Journal*, 1979, 79, 193-223.
This article summarizes the most important results of the study by presenting results for 55 key variables. Readers who are interested in a report of all variables are referred to the technical report No. 4070.
$3.00

4043
An Instruction Model for First Grade Reading Groups, J. Brophy, L. Anderson, C. Greenhalgh, J. Ogden & H. Selig, RDCTE, 1976, 40 pp.
This report contains a detailed explanation of 22 principles for managing small group instruction. The model is based on several principles which research and experience suggested were associated with student learning gains. Seventeen first grade teachers agreed to implement the model exactly as contained in the report. These materials served as the "treatment" in the First-grade Reading Group Study. Data collected during this study were analyzed to determine the effectiveness of the 22 principles in producing gains in reading for first grade students.
$1.75

4075
Within-Class Analyses of Relationships Between Student Achievement and Teacher Behaviors, J. Martin, D.J. Veldman & L.M. Anderson, *American Educational Research Journal*, 1980, (in press), 30 pp.
Data used in this investigation was collected on teacher-student interactions in the First-grade Reading Group Study while students participated in reading groups within intact classrooms. These data were related to student achievement using three different units of analysis: class means, reading group means within classes, and student scores within reading groups. As results were found to vary considerably depending upon the unit of analysis, it was concluded that classroom researchers should analyze data within classes and/or groups as well as at the traditional class level.
$1.75

4074
Context Effects in an Experimental Study of First-Grade Reading Group Instruction, L.M. Anderson, C. M. Evertson & J. E. Brophy, RDCTE, 1979, 23 pp.
Components of teacher-student interaction (methods of selection and feedback to students' errors) are examined for the effects of lesson format and teacher training. Results from this study of first-grade reading groups indicated that both the format and the experimental treated affected the teachers and frequently interactive effects were present. Results are discussed in terms of the purposes of lesson pacing that is appropriate for different objectives.
$1.50

4092
Differences in Teacher-Student Interactions Within Reading Groups, J. Martin, RDCTE, 1980, 26 pp.
An investigation of relationships between teacher behaviors and student characteristics within reading groups to determine whether teachers treat students they perceive as differing on certain personal characteristics differently. Results indicate that teachers do respond differentially to their students. Future research to determine how this differential treatment affects student achievements is recommended.
$1.50

4013
Coding System for the First-grade Reading Group Study, J. Brophy, L. Mahaffey, C. Greenhalgh, J. Ogden & H. Selig, RDCTE, 1976, 96 pp.
This coding system was designed for use in first grade classrooms to test the effectiveness of selected group management techniques in teaching reading. The first section of the coding system measures teacher behavior toward the entire reading group. The second part of the system records interactions between the teacher and an individual child in the reading group. The types of interactions noted are academic response opportunities and behavioral contacts. This system differs from previous ones in that the behaviors measured were chosen because of specific hypotheses being tested in this experimental study and in the use of categories very specific to teaching beginning reading.
ERIC ED 150 157
$3.00

4070

The First-grade Reading Group Study: Technical Report of Experimental Effects and Process-Outcome Relationships, L. Anderson, C. Evertson & J. Brophy, Vols. I & II, RDCTE, 1978, 400 pp.

This report presents detailed findings of the study. Volume I is the text describing results of analyses of classroom process and student outcome data. Tables for all analyses are provided in Volume II, although some statistical information is provided in Volume I (such as P-levels and ranges for significant results). The two volumes may be ordered separately. The discussion chapter (in Volume II) focuses on changes that should be made in the instructional model, based on the results of this study, and makes suggestions for future experimental work on teaching effectiveness.

ERIC ED 177 464

$6.00-Vol. I

$4.00-Vol. II

4073

An Experimental Study of Reading Group Instruction: Data From Teacher Interviews, L. M. Anderson & J. E. Brophy, RDCTE, 1979, 48 pp.

Teachers were interviewed about the instructional model that served as the basis of the First-Grade Reading Group Study. Their responses were analyzed to determine differences between control and treatment group teachers, relationships of interview responses to adjusted achievement, and the relationships between teacher self-ratings and observed behaviors. Although the results were not as strong as expected, the responses of the treatment teachers were more in line with the treatment than were the control group's responses. For behaviors that had been most specifically described in the treatment, the teachers' self-ratings correlated with observed behavior.

$2.00

**provides an overview of this section*

2. Correlational and Experimental Studies of Teaching Effectiveness-Secondary

A. The Texas Junior High School Study

The Texas Junior High School Study was a large correlational study of teacher effects on student achievement and attitudes in junior high school math and English classes. Sixty-eight seventh and eighth grade teachers (29 mathematics and 39 English) were observed in two sections of their subject areas using a variety of high and low inference measures. These data were used as predictors in a series of linear regression models to describe relationships between the classroom processes and two criteria: student achievement and student attitudes. The following reports describe the results of this study.

***4066**

Predictors of Student Outcomes in Junior High Mathematics and English Classes, C. M. Evertson, C. W. Anderson, L. M. Anderson & J. E. Brophy, RDCTE, 1979, 39 pp.

Sixty-eight teachers (39 English and 29 Math) were observed in two of their class sections with a low-inference coding system designed to record context, teacher, and student behaviors. Relationships among teaching behaviors and student outcomes in mathematics classes suggest that elements of both the direct instruction model and indirect influence model are supported. Results in English classes are less clear.

A version of this paper will appear in the American Education Research Journal as "Relationships Between Classroom Behaviors and Student Outcomes in Junior High Mathematics and English Classes."

$1.75

4069

Predictors of Effective Teaching in Junior High Mathematics Classrooms, C. M. Evertson, E. T. Emmer & J. E. Brophy, *Journal of Research in Mathematics Education*, 1980, (in press), 25 pp.

The observed behaviors of three highly effective and six less effective junior high school mathematics teachers were compared. A number of differences were obtained in the areas of time use, interaction styles, management, and personal characteristics. Relationships between these results and other process product research are noted.

$1.50

4063

Teacher Behavior, Student Achievement and Student Attitudes: Descriptions of Selected Classrooms, C. M. Evertson, RDCTE, 1979, 35 pp.

Descriptions drawn from observer field notes are presented to illustrate overall classroom climate in junior high math and English classes ranked as high or low achieving and high or low in student attitudes toward schooling. Clear differences appear for high and low classes in both subject areas for students' attitudes and achievement.

$1.75

4060

Changes Over Time in Process Measures of Classroom Behavior, C. Evertson & D. J. Veldman, RDCTE, 1979, 33 pp.

This report identifies systematic changes in measures of classroom behaviors of junior high school teachers and students over six months of the school year. Trends in the data show decreases in positive affect, increases in negative affect, student misbehavior, and call-outs across the year.

$1.75

4064

Compendium: Process-Outcome Relationships in the Texas Junior High School Study, C. Evertson, L. Anderson & J. Brophy, RDCTE, 1978, 80 pp.

Includes the following papers:

"Overview of Methodology and Rationale"
"High Inference Ratings of General Behaviors"
"Low Inference Coding of Specific Behaviors"
"Cognitive and Affective Criteria"

Highlights of the results of the Junior High School Study are presented for relationships appearing equally effective for high and low ability classes, those showing differential effects for ability and subject matter and relationships among these and affective and cognitive criteria. These papers were presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.

ERIC ED 166 192
$3.00

4068

Stability of Teacher Effects in Junior High Classrooms, E. Emmer, C. Evertson & J. Brophy, *American Educational Research Journal*, 1979, *16*, 71-75.

Estimates of teacher effects on pupil achievement and attitudes in seventh and eighth grades were obtained for 39 English and 29 mathematics teachers. For each teacher, two classes were tested at the end of school, entering achievement was statistically controlled using pupil test data from the preceding year. Results indicated strong teacher effects on pupil attitudes in both subjects. Teacher effects on pupil achievement varied depending upon subject matter and class means initial achievement level.
$1.00

4051

Investigations of Stability in Junior High School Math and English Classes: Texas Junior High School Study, C. Evertson, L. Anderson, D. Edgar, M. Minter & J. Brophy, RDCTE, 1977, 300 pp.

This set of related papers covers aspects of teacher stability vs. variability in process behavior across classroom settings. Sixty-eight teachers (29 math and 39 English) were observed in 2 class sections (N = 136) and a subgroup of students was observed in two separate subjects, allowing attention to stability of measures in different course sections taught concurrently and consistency of student behavior in mathematics and English classes attended concurrently.
$4.00

4014

Junior High School Study: Coding Manual, J. Brophy, C. Evertson, M. Baum, J. Crawford & D. Edgar, RDCTE, 1975, 71 pp.

A coding system used in seventh and eighth grade math and English classes to study the influence of teacher characteristics and behaviors on students' cognitive and affective gains. This study is a follow-up to the Texas Teacher Effectiveness Study, done in second and third grade classrooms; it differs from the coding system for that study in that unique I.D. numbers are assigned to students, behavioral coding is expanded and modified for appropriateness to junior high level students, general classroom context variables are included, and also several lesson categories specifically applicable to English and math classes.
$2.25

4061

The Texas Junior High School Study: Final Report of Process-Outcome Relationships, C. Evertson, L. Anderson & J. Brophy, RDCTE, 1978, 1450 pp.

Vol. I-Text
Vol. II-Tables
Vol. III-Tables
Appendix A-Data Collection Instruments
Appendix B-Classroom Observation Scales, E. Emmer
Appendix C-Coding Manual

This final report presents full documentation of the data analysis and results from the study. All data and instruments used in the study are included in the separate volumes and appendices.

ERIC ED 173 744
$30.00

The following sections are available individually:

Vol. I-Text (includes summary tables, but does not include the regression analyses contained in Vols. II and III)	$9.00
Executive Summary (which has been extracted from Vol. I)	$4.00
Appendix A-Data Collection Instruments	$3.00
Appendix B-Classroom Observation Scales	$3.00
Appendix C-Coding Manual	$3.00

4080

Texas Junior High School Study: Teacher Self Reports and Student Outcomes, C. M. Evertson, J. Sanford & J. E. Brophy, RDCTE, 1980, 967 pp.

Vol. I – Discussion of the relationships among math and English teachers' responses to an extensive interview and questionnaire, student achievement, and attitudes towards schooling. Self-report responses of math teachers tended to be congruent with their classroom behavior as documented in the full study. (See Report #4061).
250 pp.

Vol. II – Statistical tables illustrating the relationships between the questionnaire and interview items and student achievement. 336 pp.

Vol. III – Statistical tables illustrating the relationships between questionnaire and interview items and student attitudes toward schooling. 326 pp.

Appendix – Copies of the questionnaire and interview used with the teachers. 55 pp.

Executive Summary – Description of the self report data and findings without statistical tables. (Extracted from Volume I). 20 pp.

$19.00 for the complete set or may be purchased separately at the following prices:

Vol. I - $5.00	Vol III - $6.00
Vol. II - $6.00	Appendix - $2.00
	Executive Summary - $1.50

**provides an overview of this section*

3. Studies of Teacher Expectations and Student Attributes

A two-year study conducted in grades two through five of the particular student characteristics and behaviors which engender certain teacher behaviors and attitudes toward these students.

***4037**
The Student Attributes Study: Preliminary Report (Abbreviated Version), J. Brophy, C. Evertson, L. Anderson, M. Baum & J. Crawford, RDCTE, 1976, 78 pp.
This report details the Student Attributes Study, a two-year investigation designed to identify student characteristics and behaviors which are related to teacher attitudes and expectations. Data collection, data analysis, background, rationale, and methodology of the study are presented and discussed.
ERIC ED 121 799
$2.50

4024
The Student Attributes Study: Relationships Between Classroom Observation Measures with Teacher Attitudes of Attachment, Rejection, and Concern, L. Mahaffey, J. Brophy, C. Evertson, J. Crawford & M. Baum, RDCTE, 1975, 16 pp.
This paper presents classroom observation data, gathered as a part of the Student Attributes Study in grades two through five, concerning the interactions between teachers and students identified as objects of teacher *attachment, concern* or *rejection*. Differences and similarities among students of these three groups are discussed in terms of identifying the differential student attributes and behaviors which trigger teachers' differential expectations and behaviors.
This paper was presented at the annual meeting of the Southwestern Psychological Association, Houston, Texas, 1975.
ERIC ED 113 378
$1.25

4048
Sex and Grade Level of Student as Context Variables in Elementary School Teaching, M. Baum, J. Brophy, C. Evertson, L. Anderson & J. Crawford, *Journal of Classroom Interaction*, 1979, *14*, 11-17.
This paper presents low inference data gathered on 362 elementary grade students ranked consistently by two successive teachers on bipolar scales assessing personality characteristics and teacher expectations. Results showed teachers generally responded similarly to both sexes although subtle differences did emerge. Differences by grade indicate a progression toward more public and work-centered contacts. These findings are discussed in terms of maturation and socialization of students to teacher expectations.
ERIC ED 147 260
$1.50

4031
Sex and Grade Level Differences in Ratings of Students by Teachers and Classroom Observers, C. Coulter, J. Brophy & C. Evertson, RDCTE, 1975, 31 pp.
Data from rankings done by classroom teachers and by more neutral classroom observers were analyzed for sex and grade level differences to see whether the two used the same characteristics in forming perceptions of students. Though some halo effect was present in teacher rankings, both teachers and observers perceived girls more favorably than boys. Grade level differences in observer ratings reflected maturational differences between grades. Some grade by sex differences were found, reflecting the differential developmental rates of boys and girls.
ERIC ED 146 141
$1.50

4035
Grade and Sex Differences in Adjective Descriptions of Elementary School Children Given by Their Teachers and by Classroom Observers, M. Baum, J. Brophy, C. Evertson, L. Anderson & J. Crawford, RDCTE, 1975, 78 pp.
Adjective descriptions done by classroom observers and teachers were analyzed for grade and sex differences, and compared with each other. Grade differences found were minimal, reflecting expected increasing responsibility and maturity with age. Sex difference data favored females, but bias was deemed justifiable based on actual behavior differences. Comparison of teacher and coder perceptions revealed only moderate agreement with teachers influenced heavily by factors related to teacher and student roles, whereas observers reacted more to students' personal and social characteristics, and their behavioral interactions.
ERIC ED 146 154
$2.50

4036
Relationships of Grade, Sex, and Teacher Rankings to Coder Ratings on a Checklist of Student Behaviors, C. Evertson, J. Brophy, L. Anderson, J. Crawford & M. Baum, RDCTE, 1975, 79 pp.
At the end of a two-year study, classroom observers completed a behavior checklist on students they observed. Items were analyzed by grade, sex, and by high, medium, or low teacher rankings on 13 bipolar scales which had shown consistency over the two-year period. The rankings proved to be generally accurate. Specific findings are discussed.
ERIC ED 150 160
$2.50

4035

Relationships Between Teacher and Observer Adjective Descriptions and Teacher Perceptions of Student Characteristics, L. Anderson, J. Brophy, C. Evertson, M. Baum & J. Crawford, RDCTE, 1975, 99 pp.

Teachers and classroom observers provided short, adjective descriptions of the most salient characteristics of a group of selected second through fifth grade students. Over a two-year period, these same students were ranked by classroom observers on one or more of 13 scales describing student characteristics. These were analyzed for validity and it was found that teachers, for the most part were using appropriate characteristics to rank students. Intelligence was, however, significantly related to several scales, indicating a halo effect of students being ranked at a certain position because of an overall impression based on characteristics other than those defined by the scale.

ERIC ED 147 015

$3.00

4002

Manual for Student Attributes Coding System, J. Brophy, C. King, C. Evertson, M. Baum, J. Crawford, L. Mahaffey & G. Sherman, RDCTE, 1974, 45 pp.

Coding system for a study which looked at student characteristics and behaviors and their effects on teachers. This study was done on second through fifth grade students. Coding system contrasts with previous systems because it provides for extensive coding of student and teacher affective reactions to classroom interactions, and detailed recording of teachers' classroom disciplinary behaviors and students' reactions to these disciplinary events. This system contrasts with previous ones in that it concentrates more on affective aspects of classroom climate. Sample coding sheets are included.

ERIC ED 150 156

$2.00

1024

Do Boys and Girls Receive Equal Opportunity in First Grade Reading Instruction?, T. L. Good & J. E. Brophy, *The Reading Teacher*, 1971, *25*, 247-252.

This paper deals with the question of why students perceive differential teacher treatment when behavioral data suggest teachers provide the same learning environment for both sexes. A special system was constructed to record differential teacher behaviors during reading instruction in four first-grade classrooms. The results indicate that teachers extend equal treatment to boys and girls, but the data do show differential teacher treatment by student achievement level.

ERIC ED 041 848

$1.25

1025

Teachers' Communication of Differential Expectations for Children's Classroom Performance: Some Behavioral Data, J. E. Brophy & T. L. Good, *Journal of Educational Psychology*, 1970, *61*, 365-374.

The processes by which teachers communicate differential performance expectations to different children were investigated through observational study of dyadic contacts between teachers and individual students in four first-grade classrooms. The findings are interpreted as supportive of the hypotheses of Rosenthal and Jacobson concerning teacher expectation effects and as indicative of the behavioral mechanisms involved when teacher expectations function as self-fulfilling prophecies.

ERIC ED 041 838

$1.25

0043

Teacher-Child Dyadic Interaction: A Manual for Coding Classroom Behavior, J. Brophy & T. Good, RDCTE, 1969, 122 pp.

A coding system for recording five types of dyadic classroom interaction: response opportunities, recitation, procedural contacts, work-related contacts, and behavioral contacts. Includes descriptions of the interaction types, coding conventions, and instructions for using the two coding forms. Appendices include coding sheets, additional variables not in the system, coding examples, explanation of derivation scores from raw coding and recommendations for establishing intercoder reliability and assuring validity.

ERIC ED 042 688

$3.25

1026

Analyzing Classroom Interaction: A More Powerful Alternative, T. L. Good & J. E. Brophy, *Educational Technology*, 1971, *11*, 36-41.

This paper discusses the advantages of treating the individual student as the unit of analysis in classroom studies, arguing that this method is needed to complement those treating the class as the unit by adding information concerning intraclass variation in teacher-pupil interaction patterns. Applications to educational research are discussed, and a specific example is provided from the authors' work on a topic of present interest – the attempt to identify and measure the behavioral mechanisms underlying the transmission of teacher expectancies for children's performance (Rosenthal and Jacobson, 1968).

ERIC ED 041 837

$1.25

1027

Teacher-Child Dyadic Interactions: A New Method of Classroom Observation, T. L. Good & J. E. Brophy, *Journal of School Psychology*, 1970, *8 (2)*, 131-137.

A new classroom observation system is discussed. The system is designed for studying the dyadic interaction between the classroom teacher and each individual child in the class. The paper explicates the rationale underlying the coding system, describes the classroom interaction variables subsumed within it, and discusses the special research and consultative advantages offered by this system.

$1.25

1066
Behavioral Expression of Teacher Attitudes, T. L. Good & J. E. Brophy, *Journal of Educational Psychology*, 1972, 63, 617-624.
In replication and extension of work by Silberman (1969), differential teacher behavior toward different students was studied in relation to the attitudes teachers held toward those students. Using data on dyadic teacher-child interactions collected with the Brophy-Good system, contrasting patterns were noted in the ways teachers interacted with students toward whom they felt attachment, concern, indifference or rejection. Four distinct patterns were observed. The data generally confirmed Silberman's earlier findings, even though the present study was done at a different grade level and involved three different types of student populations. Methodological differences which may explain the discrepancies which did occur are discussed, along with suggestions for related research.
ERIC ED 065 597
$1.25

1068
Who Talks in Junior High Classrooms?, S. Mendoza, T.L. Good & J.E. Brophy, RDCTE, 1972, 18 pp.
Using the Brophy-Good dyadic observation system to examine differential teacher behavior at the junior-high school level, this study attempts to discover whether teachers in secondary grades treat students for whom they have low expectations in ways that tend to fulfill those expectations. The most notable finding is that low achievement students receive much less teacher contact than did the high- and middle-achievers. Implications and suggestions for future studies in this area are discussed.
ERIC ED 150 125
$1.25

1087
Teacher Expectations: Beyond the Pygmalion Controversy, J. E. Brophy & T. L. Good, RDCTE, 1972, 13 pp.
Research related to the hypothesis that teachers' expectations for student performance act as self-fulfilling prophecies is reviewed. Data from many studies, but especially from those using teachers' own naturalistically formed expectations rather than expectations induced through experimental manipulation, have confirmed the hypothesis. The data show that teachers' expectations can act as self-fulfilling prophecies (but do not necessarily do so). Researchers are urged to concentrate on studies designed to discover when the process appears and how it works when it does appear. This paper is an expanded version of an article appearing in the December 1972 issue of Phi Delta Kappan.
$1.25

1091
Communication of Teacher Expectations: First Grade, C. M. Evertson, J. E. Brophy & T. L. Good, RDCTE, 1972, 17 pp.
A study of dyadic classroom interactions of students and teachers involving high, middle and low expectancy students was conducted in nine first grade classrooms in an attempt to replicate Brophy and Good's (1970a) findings on teacher expectancy effects and how to test the hypothesis that expectancy groups within classes would polarize over time. The original findings were not replicated, and the polarization hypothesis could not be tested, suggesting that expectancy effects are not universal to all classrooms. Group data using pupil sex and expectancy as classifying variables are discussed.
$1.25

1092
Communication of Teacher Expectations: Second Grade, C. M. Evertson, J. E. Brophy & T. L. Good, RDCTE, 1973, 13 pp.
A study of dyadic classroom interactions of students and teachers involving high, middle and low expectancy students was conducted in six second grade classrooms in a second attempt to replicate the Brophy and Good (1970a) findings regarding teacher expectancy effects and to test the hypothesis that expectancy groups within classes would polarize over time. This second attempt to replicate was not successful, and the polarization hypothesis was not tested, adding further evidence that expectation effects are not universal to all classrooms. Group data using pupil sex and expectancy as classifying variables are discussed.
$1.25

1093
Communication of Teacher Expectations: Fifth Grade, J. E. Brophy, C. M. Evertson, T. Harris & T. L. Good, RDCTE, 1973, 57 pp.
This study is a replication at the fifth grade level of the findings of Brophy and Good (1970a) regarding teachers' communications of differential performance expectations to individual students at the first grade level. One purpose of the study was to test the hypothesis that teacher expectation effects would be mediated more through quantitative measures of teacher-student interaction at the fifth grade level as compared to the first grade level.
$2.00

4040
Causal Inferences of First Grade Teachers, H. Selig, J. Brophy & S. Willis, RDCTE, 1976, 57 pp.
Cause and effect statements obtained in free response interview questions were analyzed for content variables and logical inference variables. Analyses were made for inferences about students in general and high, middle, and low achievers in particular. Results and discussed with reference to Heider's common sense psychology and to teacher expectation literature. This paper was presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1976.
ERIC ED 126 063
$2.00

** provides an overview of this section*

Papers of General Interest

4103
The Tasks of Teaching and Learning in Classrooms, W. Doyle, RDCTE, 1979, 45 pp.
The concept of "task" is defined and used to interpret classroom processes and process-outcome relationships. It is argued that student achievement is a direct function of academic task operation in a classroom, which differ according to the degrees of risk and ambiguity associated with their accomplishment. The need for research on qualitative differences in learning outcomes and on the problems of managing learning tasks in classrooms is emphasized.
Paper presented at the annual meeting of the American Educational Research Association in San Francisco in 1979.
$2.00

4101
How Do Teaching Effects Occur?, W. Doyle, RDCTE, 1979, 39 pp.
This report contains a preliminary analysis of the mechanisms that connect teaching processes to student learning outcomes and the conditions which influence the establishment of these mechanisms in classrooms. Attention is given to strategies students use to manage demands of classroom tasks and to ways in which the need to achieve student cooperation influences teacher planning and decision-making. Implications are drawn for research on teaching and teacher education.
ERIC ED 178 543
$1.75

4011
Some Good Five Cent Cigars, J. Brophy, *Educational Psychologist*, 1974, *11*, 46-51.
This paper critiques present trends in several areas of educational psychology from the perspective of their inapplicability of research designs for producing knowledge which can be applied in classrooms. Several suggestions are offered for adapting designs and/or changing research emphases so that more applicable findings are produced.
$1.00

4023
The Student as the Unit of Analysis, J. Brophy, RDCTE, 1975, 16 pp.
This paper presents the argument that the student and not the class must be the unit of analysis in studies of the nature of classroom interaction and of this interaction related to student learning gains. Arguments for this are: (1) that most teacher behavior directed at students is to the individual student rather than the entire class, and (2) that even if the behavior is directed to the whole class, individual students differences interact with the behavior to produce different outcomes. Several examples of these two effects are presented and discussed.
This paper was presented at the annual meeting of the American Educational Research Association, Washington, D. C., 1975.
ERIC ED 147 273
$1.00

4102
Classroom-Based Experimental Studies of Teaching Effectiveness in Elementary Schools, L. M. Anderson, RDCTE, 1979, 51 pp.
Three recent large-scale experimental studies of teaching effectiveness in elementary schools are reviewed and suggestions are made for designs of future experimental studies of teaching effectiveness. Emphasized are creations of treatments and designs maximizing chances for ecologically valid results and choices of measures which would allow as much experimental control and monitoring of the natural setting as possible.
$2.00

4046
Context Variables in Research on Teaching, J. Brophy & C. Evertson, *Educational Psychologist*, 1978, *12*, 310-316.
Failure to take into account relevant context differences is recognized as one of the major weaknesses of research on classroom processes and effective teaching. Drawing on past and ongoing research, the present paper identifies some important context factors and illustrates how they can be built into observational studies systematically when they are not being controlled. It also illustrates the value of attention to context by reviewing context-dependent differences in classroom processes and in the relationships between processes and outcomes that are masked when data are aggregated across context.
A version of this paper was presented at the 1976 annual meeting of the American Psychological Association, Washington, D.C.
$1.00

6001
A Federal Institute, A University R&D Center, and a School District Join Forces: The Processes and the Problems, RDCTE, 1977, 75 pp.
"Introduction: On the Care and Feeding of Cohabitating Practitioners and Researchers", Oliver H. Bown, University of Texas at Austin.
"Federal Role and Interest in Practical Pay-offs from Research Investments", Joseph C. Vaughan, National Institute of Education.
"The Public School R&E Unit Looks at Research, Researchers, and School District Needs", Freda M. Holley, Austin Independent School District.
"The Concerns-based Perspective of Collaboration Between an R&D Center and Two School Systems", Gene E. Hall and Shirley M. Hord, University of Texas at Austin.
"Some Implications for Doing School-based Research", Carolyn M. Evertson, University of Texas at Austin.
This symposium was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
ERIC ED 143 125
$2.50

4034
Reflections on Research in Elementary Schools, J. Brophy, RDCTE, 1975, 18 pp.
Research on teacher expectations and attitudes, and on teacher effectiveness in the elementary grades is reviewed. Expectation research at least someway supports the self-fulfilling prophecy concept. Teacher effectiveness in the elementary grades supports traditional teaching practices, but evidences great differences between high and low SES schools. A proposal is made for restructuring traditional teacher education programs for the primary grades.
This paper was presented at the National Invitational Conference entitled "Research on Teacher Effects: An Examination by Policy-Makers and Researchers," held at the University of Texas at Austin, November 3-5, 1975.
ERIC ED 128 341
$1.25

2331
Problems in Previous Research on Teachers and Schools, J. Brophy, RDCTE, 1974, 35 pp.
A review and critique of some research studies which suggest teachers and schools do not have significant impact on students. This paper points out some inherent problems in research designs and presents suggestions for improved research designs to yield more useful information about effective teaching. This material comprises Chapter 3 in *Teachers Make A Difference*, T. Good, B. Biddle & J. Brophy (New York: Holt, Rinehart and Winston), 1975. This material was the source for the 1974 American Educational Research Association Annual Meeting presentation entitled *"Selecting Teachers for Intensive Study."*
$1.25

4028
Interactions Between Learner Characteristics and Optimal Instruction, J. Brophy, RDCTE, 1975, 30 pp.
This paper presents an overview of certain social psychology applications to educational research and practice. Questioned are the assumptions that schools should focus on strengths and avoid weaknesses, and that different paths will lead to the same goal. The author maintains that commitment must be made to work on weak areas if these are of societal importance, and that value judgements must be made about what is important both to the student and to society as a whole.
This paper was presented at the annual meeting of the American Psychological Association in Chicago, Illinois, 1975.
ERIC ED 146 142
$1.00

4045
Solitary Play: Some Functional Reconsiderations, N.V. Moore, C. M. Evertson & J. E. Brophy, *Developmental Psychology*, 1974, *10*, 830-834.
In an effort to better understand a sex by birth-order interaction in solitary play by kindergarten children noted in two previous studies, solitary play in six kindergartens was observed and coded for frequency and type. The expected sex by birth-order interaction was not replicated. However, the data reveal several notable facts concerning solitary play. Contrary to traditional views, most solitary play observed was indicative of independence and maturity rather than immaturity or dependency. The only children who showed immature solitary play patterns as a group were twins. Boys and girls showed similar patterns, although the girls showed more educationally-oriented solitary play.
$1.50

4026
Teacher Education, Teacher Effectiveness, and Developmental Psychology, J. Brophy & C. Evertson, RDCTE, 1975, 31 pp.
This paper presents some of the major findings of the Texas Teacher Effectiveness Study, an investigation of what teacher characteristics produce consistent student learning gains in early elementary grades. High vs. low SES findings are contrasted, and findings which confirm or fail to confirm previous research are reported. Analysis of these findings is done based on a developmental psychology approach, with implications being drawn for how teaching should be conceptualized and for teacher education.
This paper is an expanded version of a paper entitled *"Teaching the Preoperational Child,"* given at the annual meeting of the American Psychological Association, Chicago, Illinois, 1975.
ERIC ED 118 257
$1.00

4052
Some Implications of Doing School-Based Research, C. Evertson, RDCTE, 1977, 17 pp.
Discusses the role of the researcher in doing investigations in field settings and addresses some issues facing researchers who attempt school-based research. Some suggestions are offered for working through conflicts in roles and priorities arising from working with different constituent groups.
This paper was presented as part of a symposium entitled, *"A Federal Institute, A University R&D Center, and A School District Join Forces: The Processes and the Problems"*, at the Annual Meeting of the American Educational Research Association, New York, April 1977. (for complete symposium, see #6001).
$1.25

4053
Research on Teaching: Applications for the Classroom Teacher, L. Anderson, RDCTE, 1977, 20 pp.
The paper deals with a student's perceptions of the current status of research on teaching. It reviews changing assumptions about how research should be focused; about the teacher's and the student's evolving roles in the research effort; and improved capabilities in methodology and data analysis. Some suggestions are made for future directions for teaching research. This paper was presented as part of a symposium entitled, *"Students Look at the Field"*, at the Annual Meeting of the American Educational Research Association, New York, April 1977.
$1.25

4055
A System of Software Interfacing for Interactive Computer Programming and Data Analysis: SOFTPAC Documentation, T. Linsley & R. Morgan, RDCTE, 1977, 55 pp.
This is a manual for the COET Program's SOFTPAC Interactive Software Package. SOFTPAC is a system of computer routines designed to facilitate manipulation and analysis of large quantities of research data using cathode-ray tube remote terminals (CRT's) accessing the UT-CDC 6600 central computer system. It includes a general discussion of design considerations, source codes and operation instructions for SOFTPAC routines.
$3.50

4104
Canonical Correlation and Other Statistical Methods, D. Veldman, RDCTE, 1980, 14 pp.
A brief non-mathematical explication of the canonical correlation model, showing that most parametric univariate and multivariate inferential statistical methods can be subsumed as special cases.
$1.25

4100
The PRIME System: Computer Programs for Statistical Analysis, D. Veldman, RDCTE, 1978, 100 pp.
This user manual is the primary documentation for a system of 20 program packages and 24 utility routines that implement a variety of univariate and multivariate descriptive and analytical statistical procedures commonly used in behavioral science research.
$3.00

Books

The following books are available only from the publishers:

Teacher-Student Relationships: Causes and Consequences, J.E. Brophy & T.L. Good, Holt, Rinehart & Winston, New York, 1974.

Teachers Make a Difference, T. L. Good, B. Biddle & J.E. Brophy, Holt, Rinehart & Winston, New York, 1975.

A limited number of copies of the following book are available from RDCTE:

Learning From Teaching, J. E. Brophy & C.M. Evertson, Allyn & Bacon, Boston, 1976. 212 pp.
$5.00

DIMENSIONS OF CLASSROOM INSTRUCTION PROJECT

The following materials can be ordered from the Communication Services Division of RDCTE. For other information about the DCI Project, contact:

Dr. Richard Clements, Director
Dimensions of Classroom Instruction Project
R & D Center for Teacher Education
Education Annex 2.212
The University of Texas at Austin
Austin, Texas 78712

Project Overview

5076
Dimensions of Classroom Instruction: A Programmatic Approach to the Description of the Classroom Environment, Planning Report, R.O. Clements, RDCTE, 1979, 24 pp.
This paper describes the Dimensions of Classroom Instruction Project. The overall focus is to study the classroom environment by examining it from a number of different perspectives, with a special emphasis on instructional content. Nine second grade classrooms were observed using a categorical coding system, unstructured field observation, and videotaping. In addition, data on student achievement, student self-esteem, and teacher and pupil attitudes were collected. The data analysis phase of this research has three objectives. The first objective described is to refine the information obtained from each method. The second objective described is to compare the information obtained from each method. And the final objective described is to use this information to examine the relationships between the content of reading instruction, the method of instruction, and student abilities and perception.
$1.50

Observation Methodology

5077
A Preliminary Investigation of the Teacher Perceiver Instrument for Teacher Selection, J. D. Miller & R. O. Clements, RDCTE, 1979, 21 pp.
This paper reports on a preliminary investigation of a novel method of teacher selection, the Teacher Perceiver Interview of Selection Research Incorporated (SRI). The investigation consisted of three phases. Phase I consisted of a review of the literature on teacher selection and the employment interview in general. Phase II consisted of an examination of the implementation of the Teacher Perceiver system in school districts in several cities. Phase III was composed of a series of interviews of practitioners and administrators in a local school district. The subjects of these interviews compared the use of the Teacher Perceiver Interview with more traditional methods of teacher selection.
$1.25

5078
The Role of the Dimensions of Classroom Instruction Project in the Development of Teacher Competency and Needs Assessment Instruments by the STAR (Staff Training and Renewal) Cluster, Interim Report,
C. H. Gardner & R. O. Clements, RDCTE, 1979, 12 pp.
In 1976 a consortium of eleven small school districts (STAR) invited DCI (then called Evaluation of Teaching Program) to assist in the initial development of teacher competency and needs assessment instruments, and in the ongoing process of re-evaluating and refining the instruments over time. DCI staff members have participated in revision meetings for three years, edited and compiled revisions of the documents, conducted interviews of STAR members, and are engaged in continuing to assist in evaluating the revised instruments.
$1.00

5079
Review of Literature and Research: Bias in Teacher Observation. Technical Report, P. T. Marston, L. M. Borchardt & R. O. Clements, RDCTE, 1979, 26 pp.
Research in the area of bias in teacher observation is reviewed extensively in this report. Definition of "bias" as it occurs in teacher observation is discussed from several viewpoints. The review of research is organized around three points at which the different elements of bias interact with one another to affect reported observations of teachers: 1) the teacher being observed, 2) the observer, and 3) the characteristics of the instruments or methods used.
$1.50

5080
Videotaping in a Naturalistic Classroom Setting, Technical Report, C. H. Gardner, J. D. Miller & R. O. Clements, RDCTE, 1979, 19 pp.
This report describes the theoretical, procedural, and technical aspects of videotaping naturalistic classrooms with an economy of crew and equipment. Aspects from entry into the classroom, through technical set-up and camera/console coordination, to suggestions for making tapes useful for a variety of research purposes are discussed.
$1.25

5049
A Potential Source of Bias in Classroom Observation Systems: Coder Drift, C. Kugle, RDCTE, 1978, 28 pp.
Coder drift exists when systematic differences occur as coders rate the same teacher behaviors using the same classroom observation system. This effect was investigated in a study in which subjects trained on the Flanders Interaction Analysis System coded videotapes of teachers. Results of several analyses intended to explore the nature of the coder drift effect are reported. Discussion focuses on the implications of these results for teacher effects research. This paper was presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.
$1.50

5050
Coder Drift: A Reliability Problem for Teacher Observations, P. T. Marston, C. Kugle & L. Zimmerer, RDCTE, 1978, 31 pp.
The reliability of teacher observation instruments is crucial to the validity of teacher process research. If coders tend to drift away from the system over time, then reliability is reduced. This paper reports on two experiments conducted to test for the coder drift effect. Implications for classroom observation system users are discussed.
ERIC ED 161 897
$1.75

5055
Data Collection Procedures for the Evaluation of Teaching Program, Phase II, C. Kugle, RDCTE, 1978, 40 pp.
This report describes the date collection procedures followed in an investigation of the psychometric properties of five commonly used classroom observation systems. It is intended to be read in conjunction with related DCI Program publications reporting on the results of reliability and validity analyses of the instruments studied. An appendix contains copies of the classroom observation instruments used.
ERIC ED 170 340
$1.75

5057
The Effects of Prior Opinion on Coding Teacher Behavior, R. Clements, L. Zimmerer & M. Kash, RDCTE, 1978, 10 pp.
Three observation systems were studied for their susceptibility to bias. Direct evidence of such bias was found only on the high-inference systems. All three systems, however, yielded evidence that the degree and direction of bias may depend on the particular situation or teacher. Other sources of bias and methods for studying them are discussed. This paper was presented at the annual meeting of the American Psychological Association, Toronto, August 1978.
$1.00

5051
Identification of Predictors of Coding Performance: Selecting Subjects to be Trained to Use Observation Systems, D. Malitz, RDCTE, 1978, 41 pp.
Because of the importance of obtaining reliable data from coders in any study depending on systematic observation, it would be useful to be able to identify training candidates who are most likely to be accurate coders. A group of subjects being trained to use a classroom observation system was studied, and it was found that subjects' educational attitudes as well as their performance during training were related to their later coding reliability.
The implications of these findings for coder training and for observational systems in general are discussed. This paper was presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.
ERIC ED 161 898
$1.75

5063
Data Collection Procedures for Coder Drift Studies, C. Kugle & L. Zimmerer, RDCTE, 1978, 83 pp.
Coder drift exists when observers who rate the same teacher behaviors, using the same classroom system, exhibit systematic differences in their coding. This report describes the methods and procedures used in two experiments conducted to test for the coder drift effect. It should be read in conjunction with related DCI project publications reporting on the outcomes of these experiments.
$2.50

5064
Selecting Subjects to be Trained to use Observational Systems: A Replication and Extension, D. Malitz, R. Clements & L. Zimmerer, RDCTE, 1978, 56 pp.
Despite great interest in the use of classroom observation systems, little is known about who should be trained to use these systems. This report describes a pair of studies designed to answer two questions: 1) are all people equally qualified to serve as coders; and 2) if not, how should one choose candidates for training? The results of these studies suggest that classroom observation may benefit from the selection of candidates according to certain criteria.
$2.00

5066
Toward a Prototype for Training Classroom Ethnographers, N. Johnson & C. Gardner, RDCTE, 1979, 24 pp.
In the model for a systematic, replicable method for training field ethnographers described in this report, people are hired on the basis of personal skills in interpreting events, trained by staff researchers for two weeks in understanding ethnographic research in general and the immediate research goals, and then spend two weeks in the field "practicing" and comparing field notes with staff and each other to establish validity and identify critical events.
This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.25

5067
The Effects of Situational Bias on Coding Performance, R. Clements, D. Malitz & L. Zimmerer, RDCTE, 1979, 15 pp.
Coders observed videotaped classrooms using the OScAR-5V coding systems. Before viewing each teacher, coders were led to believe that the teacher's pupils had done better, the same as, or worse than national achievement norms. Frequency of coding the different OScAR categories was not affected by bias manipulation, though a set of high-inference, large behavioral unit codes were affected. The average reliability for subjects within groups differed for different bias conditions. Large behavioral unit systems may be more susceptible to bias that is consistent across coders; in small-unit systems coders may manifest bias differently.
This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.25

5068
Measuring Attitudes That Bias Teacher Observation, P. T. Marston & R. Clements, RDCTE, 1979, 19 pp.
An experiment was conducted to investigate the effect of observer attitudes on coding. A questionnaire assessing educational attitudes was constructed, factor analyzed, and given to 22 subjects who were subsequently trained on three classroom observation systems – the Flanders Interaction Analysis, the Classroom Observation Scales, and the Classroom Observation Record. Subjects viewed videotapes of eight teachers and then rated each teacher on a Post-Coding Questionnaire (PCQ). Their responses to the attitude survey were then correlated with their codings and PCQ ratings. Systematic effects were obtained for all four factors on the questionnaire.
This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.25

5070
The Effect of Using More Than One Type of Teacher Observation System in the Same Study, P. T. Marston & L. K. Zimmerer, RDCTE, 1979, 33 pp.
To test the hypothesis that different types of systems would affect one another, observers were trained and used either high-inference, low-inference, or both kinds of coding systems to code videotaped sequences of teachers in the classroom. The results showed definitely that different methods of observation should not be indiscriminately mixed if data is to escape distortion.
$1.75

Teacher Effectiveness Research

5018
Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model, G. D. Borich & D. Malitz, *Journal of Educational Psychology*, 1975, *67 (3)*, 426-431.
This study evaluated the validity of the behavioral categories common among three classroom observation systems. Campbell and Fiske's validity model requiring demonstration of both convergent and discriminant validity was applied to videotape data to ascertain its usefulness for the validation of classroom observation systems. The model was found to be economical and useful for examining the validity of all classroom observation systems. Advantages and limitations of the model are discussed.
$1.00

5020
Data Collection Procedures for the Evaluation of Teaching Project, R. Wetherold & L. H. Poynor, RDCTE, 1976, 17 pp.
The sample, personnel, and methods used in collecting the Evaluation of Teaching Project's data base in fifth-level classrooms are described. The report is intended to be read in conjunction with the project's other research reports. An appendix includes descriptions of the instruments used.
$1.25

5023
Instrumentation for the Evaluation of Teaching Project, L. H. Poynor & R. Wetherold, RDCTE, 1976, 127 pp.
This report includes descriptions of and reliability information for the instruments used in the Evaluation of Teaching Project data collection, descriptions of training procedures and classroom observers, and intercoder reliability information. An appendix contains copies of all instruments used.
$3.50

5024
An Investigation of the Effects of Classroom Contextual Variables in Analyses of Relationships Between Teacher Behaviors and Pupil Achievement, L. H. Poynor, D. S. Calkins & C. L. Kugle, RDCTE, 1976, 51 pp.
Results are reported for an investigation of the possibility that relationships between teacher behavior and student achievement can vary depending on sample or context differences. The variables considered were presence or absence of ability grouping in the classroom, extent of individualized instruction, pupil ability levels, pupil sex, and teacher age and years of experience. The model employed serves as an example of a research model that might be adopted in future investigations.
$2.00

5027
Relationships Between Pupil Achievement and Characteristics of Observed Teacher Behavior Distributions, D. S. Calkins, R. C. Godbout, L.H. Poynor & C. L. Kugle, RDCTE, 1976, 70 pp.
This study investigated the relationship between pupil achievement and the mean, variance, squared mean and squared variance of the distribution of observed teacher behavior rating in fifth-grade classrooms. The pupil achievement scores were from a content-related math test, and the teacher behavior measures used were a slightly modified version of the *Teacher Practices Observation Record* and the project-developed *Global Rating Scales*.
$2.50

5041
The Effect of Considering Student Opportunity to Learn in Teacher Behavior, C. L. Kugle & D. S. Calkins, RDCTE, 1976, 76 pp.
This report addresses the question of the relevance and appropriateness of achievement criterion measures to what students actually had an opportunity to learn in the classroom. Using student opportunity to learn as the predictor variable of interest, various natural language questions were posed and tested through a series of linear regression models. Results and discussion of these analyses are presented.
$2.50

5042
Generalizability of Teacher Process Behavior During Reading Instruction, O. Erlich & G. D. Borich, RDCTE, 1976, 15 pp.
This research examines the generalizability of classroom interaction variables measured by the Brophy-Good Teacher-Child Dyadic Interaction System during second and third grade reading instruction. Analyses revealed that the interaction characterizing reading instruction differs from that characterizing other kinds of instruction in regard to: 1) proportion of public to private teacher-pupil interactions, 2) nature of questions asked; and 3) teacher behavior concerning feedback, pupil involvement, and question difficulty.
$1.00

5043
Measuring Classroom Interactions: How Many Occasions are Required to Measure Them Reliably?.
O. Erlich & G. D. Borich, *Journal of Educational Measurement*, 1979, *16*, 11-18.
This research examines the generalizability of classroom interaction variables measured on the Brophy-Good Dyadic Interaction System in second and third grade classrooms. Four clusters of public and three clusters of private dyadic interaction variables were identified. Generalizability analyses revealed that different classroom interaction variables require different numbers of observation occasions to be measured reliably.
$1.25

5046
Generalizability of Teacher Behaviors Across Classroom Observation Systems, D. S. Calkins, G. D. Borich, M. Pascone & C. L. Kugle, *Journal of Classroom Interaction*, 1978, *13 (1)*, 9-22.
This paper presents the results of an investigation of the generalizability of the items of five low inference classroom observation systems. The results indicate that less than one fourth of the items from these five systems are generalizable. This paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
$1.25

5069
What the Teacher Effectiveness Research Has To Say About Teaching Practices and Student Performance,
G.D. Borich, M.M. Kash & F.D. Kemp, RDCTE, 1979, 86 pp.
The paper provides a critical review of teacher effectiveness research. Cognitive and affective outcomes in the educational process are stressed, as well as the pupil's socioeconomic status as an indicator of academic achievement and the nature of the schooling experience pupils are likely to encounter. A conceptual model for examining pupil's experience is presented based on impact variables, change process variables, and outcome variables. The Behavioral Dialogue is presented to illustrate the reciprocal nature of classroom interactions between teacher-student and student-teacher influences. Twenty-six specific findings in eleven categories are presented and discussed in evaluative terms combined with a summary of teacher effectiveness research. Commissioned by the Georgia State Department of Education.
$2.50

5073
Implications for Developing Teacher Competencies from Process-Product Research, G. D. Borich, *Journal of Teacher Education*, 1979, *30 (1)* 77-86.
Most reviews of process-product studies have been written by and for the research community. One objective of these reviews has been to provide charts and tables conveying large amounts of data in an at-a-glance format. While data displays are fundamental to the review process, this style of reporting may not be as useful to the practitioner as it is to the researcher. The present review departs from this tradition to elaborate on five process-product studies summarizing the kinds of competency implications they contain for the training of teachers.
$1.00

5075
A Needs Assessment Model for Conducting Follow-Up Studies of Teacher Education and Training,
G.D. Borich, RDCTE, 1979, 9 pp.
Teaching competencies derived from process-product studies have contributed in some degree to the content of inservice evaluations of teacher training. However, because the intent of these studies has been limited to investigating teaching behavior vis-a-vis pupil outcomes, they have been less useful in suggesting the methodology with which institutions could conduct inservice evaluations of their training programs. This article presents a methological model that can be employed in conducting follow-up studies of preservice and inservice training.
$1.00

Competency-Based Teacher Evaluation

5062
Development of a Competency-Based Professional Personnel Evaluation System: A Cooperative Effort Between an R&D Center and School System,
D. Calkins, R. Clements, C. Kugle & D. Malitz, RDCTE, 1978, 19 pp.
This paper reports a collaborative effort between the R&D Center for Teacher Education and a school system in the development of a competency-based teacher evaluation system. Included in the report are the political issues which defined the task, the literature review to obtain competency items, and the selection procedure used to select the appropriate items.
$1.25

Methodological

5048
An Empirical Investigation of the Distributions of Generalizability Coefficients and Variance Estimates for an Application of Generalizability Theory, D. Calkins, O. Erlich, P. T. Marston & D. Malitz, RDCTE, 1978, 28 pp.
This study is a Monte Carlo investigation of the distributions of generalizability coefficients and variance estimates in a completely crossed three facet design with all facets random. The conditions which are varied are the population variances and the number of levels of the facets. The results indicate that estimation of generalizability coefficients with low numbers of levels of facets is probably hazardous. This paper was presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.
$1.50

5052
Factorial Analysis of Generalizability, O. Erlich & G. Borich, *Educational and Psychological Measurement*, 1978, *38 (1)*, 125-133.
Subsequent to an overview of the basic concepts in generalizability theory, a computer program for studying generalizability of scores in three facet (four factor) designs is described. An illustrative example is also provided.
$1.00

5058
A Simulation Study of Four Methods Used to Analyze Change, P. T. Marston, RDCTE, 1978, 44 pp.
Four methods used to analyze change in the pretest-posttest quasi-experimental design are discussed in terms of their underlying models and assumptions. Gain methods were shown to be approximations of a covariance model and thus inherently less powerful while the true score model produced too many Type I errors.
$1.75

5054
Convergent and Discriminant Validity of the Locus of Control Construct, G. Borich & S. Paver, RDCTE, 1978, 19 pp.
This study evaluated the validity of the constructs in common among four locus of control instruments. The validity model reported by Campbell and Fiske (1959) was employed. This model requires that both convergent and discriminant validity be demonstrated. None of the four locus of control constructs investigated chance, fate, personal control, and powerful others) passed tests for both convergent and discriminant validity. The results of this study suggest that the locus of control scales investigated may not measure the constructs they purport to measure. This paper was presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.
ERIC ED 171 731
$1.25

5056
Convergent and Discriminant Validity of Five Classroom Observation Systems: Testing a Model, G. Borich, D. Malitz & C. Kugle, *Journal of Educational Psychology*, 1978, *70 (2)*, 119-128.
This study utilized Campbell and Fiske's convergent and discriminant validity model to evaluate the behavioral categories of five classroom observation systems. Approximately half of the categories analyzed passed all tests for both convergent and discriminant validity. The implications of these results for future process-product studies and for the future use of the convergent and discriminant validity model are discussed.
$1.00

5060
Occurence and Generalizability of Scores on a Classroom Interaction Instrument, O. Erlich & G. Borich, *Journal of Educational Measurement*, 1979, *16*, 11-18.
Using data collected on 28 primary grade teachers during non-reading instruction, the occurrence and generalizability of classroom interaction measures over observation occasions were studied by means of generalizability theory. The data were collected using the Brophy-Good Teacher-Child Dyadic Interaction System. Results indicated that many behaviors occurred infrequently and that the majority of behaviors was found non-generalizable. The findings of this study could be used in future studies to determine the number of observation occasions required to estimate a category's reliability (generalizability); and revising category definitions and constructing new classroom observation variables.
$1.00

Aptitude Treatment Interaction Research

2014
Homogeneity of Slopes Test for Multiple Regression Equations with Reference to Aptitude-Treatment Interactions, G. D. Borich, *Journal of Experimental Education*, 1972, *40 (4)*, 39-42.
Statistical procedures are presented for testing the homogeneity of regression slopes in multiple regression equations. The paper reviews the test for regression lines and provides equations for expanding this test to regression planes. Formuli are illustrated with two sets of multiple regression data, each with differing correlations between predictors. Results are discussed in terms of aptitude-treatment interactions in which there are two or more aptitudes for each treatment.
$1.00

2402

Interactions Among Group Regressions: Testing Homogeneity of Group Regressions and Plotting Regions of Significance, G. D. Borich, *Educational and Psychological Measurement*, 1971, *31*, 251-253.

A computer program is described for analyzing aptitude-treatment interactions which provides all necessary calculations for the case in which there are two groups, one predictor variable, and one criterion variable.

$1.00

2404

Johnson-Neyman Revisited: Determining Interactions Among Group Regressions and Plotting Regions of Significance in the Case of Two Groups, Two Predictors and One Criterion, G. D. Borich & K. W. Wunderlich, *Educational and Psychological Measurement*, 1973, 33, 155-159.

An extension of an earlier program for computing J-N in the case of a single predictor, this article outlines a program which calculates J-N in the two-predictor case, and plots regions of significance as outlined by Johnson and Neyman.

$1.00

2405

A Note on Some Statistical Considerations for Using Johnson-Neyman Regions of Significance, G. D. Borich & K. W. Wunderlich, RDCTE, 1973, 10 pp.

Discussion of a series of Monte Carlo studies is used to clarify two misconceptions fostered by certain texts which discuss calculations of regions of significance: (1) that heterogeneous group regressions always yield usable regions of significance, and (2) that failure to achieve homogeneity of variance on the criterion precludes calculating regions of significance. The interrelationship and importance of statistical assumptions to J-N are also determined.

Paper presented at the annual meeting of the American Psychological Association, Montreal, Quebec, August 1973.

$1.00

2406

Determining Interactions and Regions of Significance for Curvilinear Regressions, K. W. Wunderlich & G. D. Borich, *Educational and Psychological Measurement*, 1973, *33 (3)*, 691-695.

A discussion and computer program is presented which extends Johnson and Neyman's procedure such that a quadratic relation can be assumed between the criterion variable and covariable for calculating regions of significance about interacting regressions for the case in which there are two groups and one covariable.

$1.00

2407

A Recommended Procedure for Identifying Trait-Treatment Interactions With Special Reference to Post Hoc Analyses, G. D. Borich, RDCTE, 1973, 18 pp.

The use of trait-treatment analyses to provide a useful heuristic for redesigning a study and for focusing upon significant findings beyond those that were originally hypothesized is discussed. The problem and technique, and possible implications for further research are illustrated through a step-by-step analysis of a typical research study.

$1.25

5001

Linear and Curvilinear Models for Aptitude-Treatment Interactions, G. D. Borich, RDCTE, 1972, 7 pp.

This paper suggests additional statistical methodology by which the homegeneity of group regressions can be tested when two or more predictors are present and when the regression of the predictor on the criterion is suspected or known to be curvilinear. A brief review of the homogeneity of regression lines test is used to illustrate the general model, after which the model is extended to test for homogeneous regressions when multiple covariates and curvilinearity are present.

Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii, September 1972.

ERIC ED 069 673

$1.00

5003

Curvilinear Extensions to Johnson-Neyman Regions of Significance and Some Applications to Educational Research, K. W. Wunderlich & G. D. Borich, RDCTE, 1974, 19 pp.

A proposal is made for extending the Johnson-Neyman procedure for determining regions of significance to the curvilinear case. A hypothetical distribution analyzed by a computer program is presented, and research applications are suggested. The appendix includes additional illustrations of hypothetical distributions which have been analyzed and plotted, as well as a listing of the program used to generate the plots.

Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1974.

ERIC ED 095 221

$1.25

5014

Extreme Groups Designs and the Calculation of Statistical Power, G. D. Borich & R. C. Godbout, *Educational and Psychological Measurement*, 1974, *34*, 663-675.

Three statistical procedures for identifying aptitude-treatment interactions are discussed with regard to statistical power. The three procedures are treatment-by-blocks analysis of variance, homogeneity of group regressions, and extreme groups analysis. A general discussion of statistical power is presented along with a Fortran function for the calculation of power. Also discussed is a Fortran Program for the calculation of extreme groups analyses, which includes a feature allowing the researcher to determine which form of extreme groups analysis will provide maximum power.

$1.00

5016
Methodological Note on Trait-Treatment Interactions, G. D. Borich, *Psychological Reports*, 1974, *36*, 407-412.
A procedure is suggested for determining trait-treatment interactions in lieu of controlling the effects of potentially confounding variables through the analysis of covariance or the calculation of residual gain scores. The procedure determines the homogeneity of group regressions, the regions of covariable values for which group regressions are significantly different, and the importance of these regions. Implications for recasting research designs based on the *post hoc* analysis of trait-treatment interactions are discussed.
$1.00

5022
Index for Determining the Importance of a Region of Significance and Some Applications to Published ATI Research, G. D. Borich, R. C. Godbout & P. T. Marston, RDCTE, 1976, 14 pp.
The existence of a region (or regions) of significance alone is insufficient reason to act on the results of an ATI study. It is essential that a target proportion of the individuals in the study lie in the region (or regions), and that they confirm the predicted relationship. Two relative measures of confirmation are presented in this paper and the calculated results for four studies are presented.
ERIC ED 159 182
$1.00

General

2018
The Effect of Educational Consultant Teams on the Acceptance of Innovations, G. D. Borich & J. Sanders, RDCTE, 1972, 22 pp.
This paper concerns the study of an Educational Professions Development Act project that test a generalizable model for developing an organizational model which is both receptive to curricular and instructional alternatives and enables school authorities to be accountable to their various publics. The model being tested is described in detail, and the hypothesis, methodology, and results are given of a study of the model's effect on a specific group of educational administrators as adoptors of educational innovations.
This paper was presented at the annual meeting of the American Educational Research Association in Chicago, April 1972.
ERIC ED 065 454
$1.00

2401
Expanding the Stake Model to Increase Information Yield About New Educational Products, G.D. Borich, *Educational Technology*, 1971, *11*, 21-23.
The article examines the methology of manipulating or assigning variables to determine the effectiveness of educational products and suggests a method by which an evaluating agency can expand the information yielded from educational product analyses.
$1.00

5015
Differences and Sources of Criterion Bias in Child and Adult Values, G. D. Borich, R. F. Peck & T. A. Ryan, RDCTE, 1974, 14 pp.
Differences and sources of criterion bias in child and adult values were studied by controlling for subjects' sex, occupation (or occupation of head of household in the case of children), ethnicity, and religion. In addition to other significant findings, Black adults were found to accept law and order and to value religion significantly more than Anglo adults, while Black children were found to be more independent and less accepting of law and order than Anglo children. The possible societal causes of these value differences are discussed.
Paper presented at the annual meeting of the American Psychological Association, New Orleans, 1974.
ERIC ED 099 107
$1.00

5017
Analysis of Unbalanced Data, R. C. Godbout, G. D. Borich & L. H. Poynor, RDCTE, 1975, 30 pp.
Different types of analyses suggested for unbalanced data are examined from the point of view of the educational researcher in the field. Included are techniques based upon the traditional analysis of variance approach, the regression analysis approach, and other approaches, along with suggestions as to the appropriateness of different types of research questions and interpretations of results to the various analysis techniques.
Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1975.
ERIC ED 120 206
$1.25

5026
The Problem of Chance Significant Findings in Educational Research, R. C. Godbout, RDCTE, 1975, 11 pp.
A general discussion of the problem of chance-produced significant findings in educational research is presented, followed by a discussion of three approaches to dealing with this problem: (1) lowering alpha, (2) replication and (3) second-order significance testing. Details for determination of the probability of the second-order significance test are included in an appendix.
ERIC ED 152 844
$1.00

5047
Program Evaluation: New Concepts, New Methods, G.D. Borich, *Focus on Exceptional Children*, 1977, *9(3)*, 14 pp.
This concept paper explores the applicability of structured decomposition techniques to the problems of educational program planning, design, development, and evaluation. It is concluded that such techniques, developed in the field of computer software design, provide a means of achieving better evaluation designs by fostering a thorough understanding of a program's hierarchic structure. An example of the integration of such a technique into a model of program evaluation is presented.
Reprinted in E. Meyen, G. Vergason & R. Whelan (Eds.), *Instructional Planning for Exceptional Children*, Denver: Love Publishing Co., 1979.
$1.00

5028

Relationships Between Teachers' Marks, Achievement Test Scores and Aptitude as a Function of Grade, Ethnicity and Sex, G. D. Borich & R. F. Peck, RDCTE, 1976, 15 pp.

The predictions tested and discussed in this study were (1) that conventional school aptitude measures predict standardized achievement scores equally well for boys and girls, but better for advantaged than disadvantaged students, (2) that teachers' marks are more accurate for girls than for boys when judged against the sexes' standardized achievement test scores, are more accurate for middle-class than for disadvantaged students, and are least accurate for disadvantaged Black male students, and (3) that teachers consistently give girls higher grades than boys although there are no important differences between boys' and girls' achievement when measured by standard achievement tests. Paper presented at the annual meeting of the American Psychological Association, Washington, D. C., 1976.

ERIC ED 132 197

$1.25

5029

Sources of Invalidity in Measuring Classroom Behavior, G.D. Borich, *Instructional Science*, 1977, *6*, 283-318.

The author reviews methodological problems uncovered in recent efforts in the U.S. to study the nature of teacher effectiveness and to evaluate the performance of individual teachers. The characteristics of a measurement framework and the behavioral indices appropriate for each stage of the framework are discussed. Also, six measurement guidelines are presented for conducting teacher effectiveness research and evaluating the performance of individual teachers.

ERIC ED 120 262

$1.50

5034

The Problem of Spurious Significance in Classroom Educational Research, R. C. Godbout, T. Marston, G. Borich & C. Vaughn, RDCTE, 1976, 164 pp.

Given the large numbers of analyses in many educational research investigations, the problem of chance-produced significant results must be considered. Prototypic methods for the identification of chance-produced significant results were applied to data from two large research studies. Through these methods, the validity of many of the significant relationships in the studies is questioned.

ERIC ED 155 187

$4.00

5053

Three Models for Conducting Follow-up Studies of Teacher Education and Training, G. Borich, RDCTE, 1979, 35 pp.

Commissioned by the Organization for Economic Cooperation and Development under the auspices of NIE, this paper presents three models which university training programs and school systems can use to conduct follow-up studies of teacher training. The paper identifies recent advances in the field of educational evaluation influencing teacher training, presents three models of varying levels of complexity for conducting follow-up studies, and concludes with five case studies illustrating how the models can be used in ongoing settings.

A version of this paper was prepared for the OECD, Paris, January, 1978. Also, an invited address to the American Association of Colleges of Teacher Education, Chicago, 1978.

$1.75

5059

Implications for Developing Teacher Competencies from Process-Product Studies, G. Borich, *Journal of Teacher Education*, 1979, *30(1)*, 77-86.

This paper reviews the concepts of teacher competency, proposing a new, more restrictive definition of the term based upon empirical studies of teacher effectiveness. Pointing to some research findings which could be used in support of this definition, the paper reviews implications for the development of teacher competencies from studies by Brophy and Evertson, Stallings, Soar, Good and Grouws and McDonald, et al. The paper concludes with some general observations about the usefulness of the process-product model and suggestions as to the direction future reviews of process-product studies might take.

$1.25

5061

A State of the Art Assessment of Educational Evaluation, G. Borich, in H.F. O'Neal (Ed.), *State of the Art Assessments of Computer-Based Instruction*, New York: Academic Press, 1980.

This paper reviews traditional and emerging practices in the field of educational evaluation. The paper is divided into four chapters: I. Overview of Educational Evaluation, II. Where We Are Now: History and Current Status of Educational Evaluation, III. Prospects for the Immediate Future: Emerging Trends in Education Evaluation, and IV. Prospects for the 1980's: Implications of the Emerging Trends. The paper concludes by pointing out how systems approaches to education generally and the conduct of needs and policy assessment specifically will change the role of the evaluator in the decade ahead.

$2.50

5065

Instructional Program Design and Evaluation with the Structured Analysis and Design Technique, G. D. Borich & J. W. Brackett, *Educational Technology*, 1978, July, 18-23.

This article begins with the assumption that the failure of many efforts to evaluate training programs stems from a lack of understanding of the programs themselves. A training program is defined as a set of hierarchically arranged instructional activities that interrelate to generate several well-defined outcomes. This paper introduces a technique for: 1) thinking in a structured way about large and complex training programs, 2) communicating program planning and design decisions in clear and precise notation, 3) insuring the accuracy, completeness and quality of an evolving program, and 4) documenting program evolution and planning and design concepts for program development and evaluation.

$1.00

5071

ANOVA8 Manual. Instructions for Using Analysis of Variance Program "BMDO8VA" and Orthogonal Weighting Program "ORTH2". Version 1.1, P.T. Marston, RDCTE, 1978, 27 pp.

This manual gives instructions and sample programs for using the BMDO8VA Analysis of Variance Program (a modified version of the UCLA BIOMED PROGRAM BMDO8V) and the Orthogonal Weighting Program, "ORTH2".

$1.50

5074

Traditional and Emerging Definitions of Educational Evaluation, R.P. Jamelka & G. D. Borich, *Evaluation Quarterly*, 1979, *3(2)*, 263-276.

Reviews of evaluation literature reveal considerable variance in the conceptual frameworks and procedures utilized by evaluators. This disparity can be traced to the lack of a unified undergirding theory of evaluation. Traditional and emerging definitions of educational evaluation are reviewed followed by presentation of a value-oriented conceptualization of evaluation which synthesizes the ideas of many contemporary evaluation researchers with the earlier notions of educator John Dewey. This conceptualization is offered as an initial attempt to elucidate an adequate underlying theoretical basis for evaluative inquiry. A discussion of the advantages and implications of this value-oriented perspective is presented.

$1.00

5004

The Effect of Two Models of Teacher Training on Pupil Evaluations of Their Teachers as a Function of the Personality and Attitudes of the Trainee, G. D. Borich & R. C. Godbout, RDCTE, 1976, 29 pp.

This study examined two teacher training programs—a conventional program emphasizing the attainment of subject matter competence and teaching skills, and a personalized program emphasizing the development of intrapersonal and interpersonal skills as they related to the acquisition of teaching competence. Analyses yielded 13 trait-treatment interactions in which students who scored below average on basic intra- and interpersonal traits profited more from the personalized approach, while those who scored above average on these measures profited more from the conventional approach.

Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1974.

ERIC ED 091 362

$1.50

5005

An Evaluation of the Personalized Model of Teacher Training: Final Report, G. D. Borich, R. C. Godbout, R.F. Peck, M.M. Kash & L. H. Poynor, RDCTE, 1974, 216 pp.

The study was designed to assess the effectiveness of personalized (Personalized Teacher Education Program) and traditional models of teacher training as a function of the entering personality and attitudinal characteristics of the trainee.

This report is not available from RDCTE.

ERIC ED 120 132

Books

The following books are available only from the publishers.

The Analysis of Aptitude-Treatment Interactions: Computer Programs and Calculations, G.D. Borich, R.C. Godbout & K. W. Wunderlich, International Educational Services, P.O. Box A3650, Chicago, Illinois, 60690, 1976, 88 pp.

User's information is provided for computer programs for analyzing data in psychological experiments which hypothesize an aptitude-or trait-treatment interaction (ATI). The programs are applicable to research designs which test for ATI's when (a) one continuous aptitude/trait is linearly related to the criterion, (b) two continuous aptitudes/traits are linearly related to the criterion, (c) one continuous aptitude/trait is curvilinearly related to the criterion and (d) one aptitude/trait is linearly related to the criterion and group sizes are sufficiently large to permit a treatment-by-blocks analysis of variance on individuals with extreme scores in the aptitude distribution. Methodological notes accompanying each of the programs include descriptions and illustrations that review and occasionally go beyond relevant content provided by standard statistical texts. The manual also includes an annotated bibliography. Programs are available in CDC 6400/6600 and IBM 360 versions.

(Limited number available from RDCTE at $3.50 per copy.)

The Appraisal of Teaching: Concepts and Process, G.D. Borich, Reading Mass.: Addison-Wesley, 1977, 400 pp.

This source book of conceptual frameworks and selected readings examines the demand to evaluate the performance of teachers. Intended to serve as a graduate level reader in college classrooms, seminars and inservice workshops, the work provides original conceptualizations by the author as well as readings concerning specific techniques and their place in the planning and designing of teacher appraisal systems. Contributing authors include Baker, Barro, Berliner, Brophy and Evertson, Coleman, Dyer, Glass, Good and Grouws, Klein and Alkin, Knezevich, McDonald, McNeil, Merritt, Popham, Rosenshine, Scriven, Sension and Rabehl, Shavelson and Dempsey, Shoemaker, Soar, Stallings and Tikunoff.

Evaluating Classroom Instruction: A Sourcebook of Instruments, G.D. Borich & S.K. Madden. Reading, Mass.: Addison-Wesley, 1977. 450 pp.

This comprehensive source book presents information on over 150 instruments that satisfy several criteria. Each instrument included (1) relates to a major area of inquiry posited by the teacher research-literature and identifies specific teacher or pupil variables for studying classroom instruction, (2) applies to the classroom setting as opposed to the laboratory, (3) is currently available from commercial publishers, public sources, or authors, (4) has been employed in one or more studies wherein its psychometric characteristics were evaluated, (5) has operationally defined constructs, referring to specific teacher or classroom variables, or an attempt has been made to determine its factorial validity. For each instrument, the information presented includes the instrument title, author, type of measure, availability, description, simulated sample items and response formats, reliability and validity, norms, administration and scoring, comments, and major references.

Evaluating Educational Programs and Products, G.D. Borich (Ed.). Educational Technology Publications, Englewood Cliffs, New Jersey, 1974. 491 pp.

This guide and handbook is about how to develop and evaluate educational programs and products. Practical insights are provided which are immediately applicable to planning and executing effective program and product evaluations. Three goals of the book include (1) to help the evaluator see himself in perspective, i.e., in relation to his formative and summative role and in the context of products, programs and curricula, (2) to help the evaluator plan an evaluation by presenting for him models and strategies from which he can choose concepts for constructing an appropriate model in his own settings, and (3) to acquaint the evaluator with important considerations for the collection and analysis of evaluative data.

Teacher Behavior and Pupil Self-Concept, M. M. Kash & G. D. Borich, Reading, Mass.: Addison-Wesley, 1978, 350 pp.

The conceptual framework of this review regards the self as a social product formed through the process of internalizing and organizing psychological experiences. The psychological constructs of "self" such as self-concept, self-image, self-identity, self-perception, self-esteem and self-awareness are gaining an increasingly important role in the professional perception of the purpose of education and the process of learning. The role of the teacher as a significant other influential in the development of the pupil's self-concept is studied by examining the results of research studies concerning teacher behavior and pupil self-concept. Critical analysis of each study's research design, methodology and the researcher's interpretation of results are provided.

STUDENT PERCEPTIONS AND SCHOOL BEHAVIOR PROJECT

The following materials can be ordered from the Communication Services Division of RDCTE. For other information about the SPSB project, contact:

Dr. Melvin P. Sikes
SPSB Project
R&D Center for Teacher Education
Education Annex 2.140
The University of Texas at Austin
Austin, Texas 78712

Project Overview

8000
Student Perceptions and School Behavior: Project Proposal, M. Sikes, RDCTE, 1980, 48 pp.
This proposal details the conceptual framework and research methodology for the Student Perceptions and School Behavior project, a study which seeks to identify and quality those perceptual and behavioral variables that may influence disruptive/non-disruptive behavior in junior high school students. Data collection and analysis, background, and rationale of the study are presented and discussed.
$2.00

Technical Reports

8001
A bibliography for the Student Perceptions and School Behavior Research Project, A. Haynes, RDCTE, 1979, 16 pp.
The bibliography represents the culmination of an extensive and exhaustive literature research and review effort on school disruption and discipline, disruptive students' self-perceptions, classroom behavior, and school climate assessment. It covers the major areas of inquiry included in the scope of the research project, as well as a review of the following areas:

1. Classroom Observations
2. Classroom Students and Classroom Instruments
3. Classroom Observation Manuals
4. Classroom Climate
5. Disruptive Students and Discipline
6. Ethnographic Research
7. Naturalistic Inquiry
8. School Climate and Environment Measures
9. Self-Concept Research and Literature

The bibliography provides a basic, yet comprehensive, guide to research articles, books and methodology applicable to disruption and ethnography, and covers material which reviews, evaluates, or explains the scope of Naturalistic Inquiry research methodology and discipline in the school system.
$1.25

8002
SPSB Classroom Observation Training Manual, A. Haynes, RDCTE, 1980, 20 pp.
This manual presents various aspects of the training of non-participant classroom observers for naturalistic research in a junior high school setting: an introduction to the overall investigation, concepts and terms, procedures, and description of dimensions to be observed. Guideline questions are addressed in order to explain the process and breadth of data collection necessary to analyze perceptual differences between students designated as disruptive and non-disruptive. This manual is subject to revisions as deemed necessary during the development and refinement of project methodology.
$1.50

8003
Student Perceptions and School Behavior Ethnographic Training Manual, M. Garza-Lubeck, RDCTE, 1980, 48 pp.
The ethnographic training manual was designed to provide a theoretical orientation to ethnographers conducting field research in junior high schools for the SPSB project. Included are a review of the Naturalistic Inquiry theory upon which the project is based; practical guidelines for entry into school settings; and key probing techniques to assist the ethnographic field research during one-to-one student interviews. Since the SPSB project is still in a pilot phase, the manual is subject to revisions as deemed necessary during the development and refinement of methodology.
$2.60

TEACHING-LEARNING INTERACTION PROJECT

The following materials can be ordered from the Communication Services Division of RDCTE. For other information about the TLI Project, contact:

Dr. Robert F. Peck, Director
Teaching-Learning Interaction Project
R&D Center for Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Texas 78712

Conceptual Papers

2345
Student/Teacher Interaction and Education Outcomes, R. F. Peck, RDCTE, 1976, 24 pp.
ERIC ED 120 101
$1.25

2346
Studying the Effects of Different Kinds of Teaching on Different Students, R. F. Peck, P. T. Marston, N. G. Olsson, R. O. Clements, R. B. Fox, B. A. Manning & D. M. Buntain, RDCTE, 1976, 40 pp.
(Revision of "Research Challenges and Provisional Solutions in the Teaching-Learning Interaction Study".) The overview paper for the Teaching-Learning Interaction Project discusses conceptual framework, research sample, instrumentation and methods of statistical analysis for testing gain over the school year. An appendix treats the selection of the proper unit of analysis (class or pupil) for identifying teacher-pupil interaction effects.
$2.00

2374
A Multivariate Interaction Model for Assessing Determinants of Learning, R. F. Peck, N. G. Olsson & P. T. Marston, RDCTE, 1976, 11 pp.
A new analytical model accounts for interacting effects of numerous teacher and student characteristics on any school-induced change in knowledge, attitude, or behavior. An example assesses the effects on student achievement of "kindly-understanding" teacher behavior, student pretest achievement score, sex, ethnicity and peer-rated school adjustment. Teacher-student interaction effects proved essential to accurate explanation of learning.
This paper was presented at the American Psychological Association annual meeting in Washington, D. C., September 1976.
$1.00

2349
In-Service Consultation: A Way of Personalizing Instruction to Student Needs, R.F. Peck, J.A. Tucker & R.A. Haak, RDCTE, 1973, 20 pp.
The paper reviews conceptual and research literature concerned with consulting services to aid teachers in developing abilities to classify student learning and behavior needs, to establish (usually multiple) goals and to recognize signs of progress and trouble in achieving goals, and to recognize and use informational feedback from student reactions in ways that help them modify and improve their teaching (personalizing). The authors offer concrete suggestions to consultants that come from their own experiences in schools, working with teachers and students. Thirty-one references are cited.
Invited paper presented as part of lecture series at The Ohio State University, May 14, 1973.
$1.00

Research Papers

2350
Effects of Teacher Characteristics on Cognitive and Affective Gains of Pupils, R. F. Peck & D. J. Veldman, RDCTE, 1973, 16 pp.
Teacher effects on pupil cognitive and affective gains were assessed, studying teachers whose pupils had stable, similar cognitive gain patterns in four successive years. Teacher characteristics that "produced" positive cognitive gain "produced" negative affective change in pupils, and vice versa. Further, achievement gains correlated negatively with student rating of "stimulating, interactive rapport," and "fostering student self-esteem." Positive teacher characteristics (self-reported) correlated significantly with students evaluations. Teachers had different effects on low SES and high SES students.
$1.00

2372
An Evaluation of Instruments Measuring Cognitive, Affective and Coping Skills of School Children, R. F. Peck, B. A. Manning & D. M. Buntain, RDCTE, 1976, 50 pp.
409 instruments are grouped according to what they measure and are classified according to reliability and validity data available. Categorized listing include the title of the instrument, the instrument's author and the source of the estimate of reliability and validity.
$2.00

2376
Is There Ethnic Bias in Peer Appraisals in Tri-Ethnic Classes?, R.F. Peck, R.O. Clements & D.A. Weber, RDCTE, 1977, 3 pp.
Anglo, Black, and Chicano sixth graders in 53 classes were individually rated on work habits, self-control, and interpersonal behavior by randomized tri-ethnic classmate panels using the Behavior Rating Scale. Self-ratings and achievement test scores were also obtained. Analysis of variance tested for ethnic effects in raters, ratees, and rater-ratee interaction (ethnic bias). No bias was found. All raters ranked Anglos high, Chicanos next and Blacks below average. Self-rating and achievement scores yielded the same rank order. By unbiased evidence, including their own, Blacks had weightier problems. Peer rating gave a fair, valid picture of individual behavior.
This paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
ERIC ED 141 734
$1.00

2377
Teacher Effects on Student Achievement and Self-Esteem, R.F. Peck, R.B. Fox & P.T. Marston, RDCTE, 1977, 5 pp.
Effects were studied of twelve teacher and eleven student characteristics on seven student outcomes – cognitive, affective and coping skills. This paper reports on the very limited validity of a standardized achievement test as a measure of teacher effects, and several teacher-student interaction effects on self-esteem, including ethnic differences in reactions to teaching.
This paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
ERIC ED 141 723
$1.00

2380
The Impact of Teacher and Student Characteristics on Student Self-Concept, Attitudes Toward School, Achievement, and Coping Skills: A Review of Research, R.F. Peck, B.A. Manning & D.M. Buntain, RDCTE, 1977, 50 pp.
$2.00

2410
Teaching-Learning Interaction Study Progress Report, Condensed Version, R.F. Peck, et al, RDCTE, 1977, 200 pp.
A summary of an 860 page technical report describing the research program from 1973-1977. It describes the rationale, instrumentation, sample design, analytic system, and preliminary findings. Interacting effects have been found of teacher behavior and student characteristics (including ethnicity and SES) on year-long changes in achievement, coping skill, attitude to school, and self-esteem. Valid, stable measures of both teacher and student behavior have been achieved.
$5.00

2411
"The Rich Get Richer" . . . In School, Too, R. Clements, R. Peck & J. Green, RDCTE, 1978, 21 pp.
Cross-sectional achievement data show gaps between SES and ethnic groups widening progressively over the grades, though with little empirical data explaining the process. In this study, pre-post measures on randomly grouped classes show that students starting low in achievement lose self-esteem over the year, and vice versa, and further that starting low in school attitudes "produces" loss in coping skill, and vice versa. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
ERIC ED 159 238
$1.25

2416
The Relationship of Self-Esteem and Coping to Achievement Change, A. Blattstein, D. Blattstein & R. Peck, RDCTE, 1978, 9 pp.
This paper tests a conceptual model hypothesizing that student self-esteem influences school achievement through the medium of the student's coping skills. Results confirmed the model. Self-esteem that reflects actual coping skill does predict achievement; if not linked with coping skill, it does not. Coping skill predicts achievement, whether or not self-esteem is in the equation. This paper was presented at the annual meeting of the American Psychological Association, Toronto, August 1978.
$1.00

2415
Tracing Teacher Effects Through Student Behavior to Learning Outcomes, R. Fox, R. Peck & A. Blattstein, RDCTE, 1978, 7 pp.
Teacher characteristics and teacher classroom behavior predicted student time-on-task which, in turn, predicted regressed change in student outcomes of achievement, self-esteem, coping skills, and attitudes towards school and life. This paper was presented at the annual meeting of the American Psychological Association, Toronto, August 1978.
$1.00

2412
The Consistency of Individual Teaching Behavior, R. Peck, G. Olsson & J. Green, RDCTE, 1978, 11 pp.
This report describes instruments, samples, and analyses which have demonstrated that important kinds of teaching behavior are reliably measureable by both students and adult observers. Individual teacher behavior proved to be stable across two successive years and different subject-matter classes. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
ERIC ED 156 645
$1.00

2414

Coping Styles that Predict Achievement in Germany, Japan, and America, R. Peck, R. Hughes & W. Froming, RDCTE, 1978, 9 pp.

This paper reports partial findings from an eight-year, eight-country study of coping styles and achievement. Country and age unique factors were found which predicted a much larger part of academic achievement (controlling for aptitude) than previous measures of motivation and coping skill. This paper was presented at the annual meeting of the American Psychological Association, Toronto, August 1978.

$1.00

2417

Effects of Peer-Rated Coping and Teacher Structure on Achievement, R. Fox, R. Peck & D. Blattstein, RDCTE, 1978, 10 pp.

Peer-rated coping skills of 6th grade students interact with initial achievement level, and with the degree of teacher organization of the classroom, in affecting achievement gains over the school year. This paper was presented at the annual meeting of the American Psychological Association, Toronto, August 1978.

$1.00

2418

Student Evaluation of Teaching: A Multivariate Validation Study, R. Peck, A. Blattstein & R. Fox, RDCTE, 1978, 8 pp.

Student Evaluation of Teaching (SET) correlated substantially with analogous student attitude measures, and with observers' teacher ratings. Teacher personality and behavior affected change in SET, and SET positively affected several student outcomes. This paper was presented at the annual meeting of the American Psychological Association, Toronto, August 1978.

$1.00

2413

Personal Characteristics of Teachers that Affect Student Learning, R. Fox & R. Peck, RDCTE, 1978, 18 pp.

Teacher self rated personality scales are used to predict 6th grade student outcomes on achievement, self-esteem, attitude, and teacher effectiveness evaluation. Teacher classroom behaviors are also predicted. This paper was presented at the annual meeting of the American Educational Research Association, Toronto, March 1978.

ERIC ED 156 644

$1.25

2419

Consistency in Self, Peer, and Teacher Ratings of Student Coping Skills, D. Blattstein, R.F. Peck & A. Blattstein, RDCTE, 1979, 12 pp.

Self, peer, and teacher ratings of student coping skills were compared to determine whether there is consistency in judgment across raters or whether assessments are rater-specific. Ratees were 250 Anglo, Black, and Chicano sixth graders from tri-ethnic classes. All ratees were rated on the Behavior Rating Scale by self, peers, and teacher. Consistency across raters was found in ranking of the three ethnic groups as follows: Anglos, Chicanos, and Blacks. Within ethnicity, there was consensus between self and teacher raters for Anglos and Chicanos, with peers giving somewhat lower ratings. For Black, peers and teachers more closely concurred, both sets of ratings were substantially lower than Black self-ratings. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, 1979.

$1.00

2420

Sex and Ethnicity Affect School Outcomes – Separately, A. Blattstein & R. F. Peck, RDCTE, 1979, 10 pp.

This paper examined the effects of sex and ethnicity, and their interactions, on initial status and year-long change in 1) Language Arts and Social Studies achievement, 2) attitude toward school, and 3) self-rated coping. Subjects were 1657 sixth graders from tri-ethnic schools. The results indicated that for all measures, sex differences either existed initially or emerged by the end of the year. Ethnic differences were consistently found in achievement. Anglos and Chicanos tended to perform similarly, and their gain patterns with respect to pretest levels differed from Blacks. No sex by ethnicity interactions were obtained. Other results and possible implications are discussed. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco., 1979.

$1.00

2421

Teacher and Student Influences on Student Attitude Toward School, R.F. Peck, A. Blattstein & D. Blattstein, RDCTE, 1979, 5 pp.

This study assessed the effects on student attitude toward school of three kinds of teaching behavior and nine student characteristics (cognitive, affective, conative and demographic). Teachers had significant (main) effects in Year One. In Year Two, no main effects but many teacher-student interactions appeared. The latter finding, and the cohort discrepancy, both show the effects of student characteristics that interact with teacher behaviors to determine changes in attitude. Research findings may be inaccurately over-generalized if not based on multi-year replication, assessing multiple, interacting individual and context variables. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, 1979.

$1.00

2422

Teachers Do Affect Student Self-Esteem – But So Do the Students, A. Blattstein & R.F. Peck, RDCTE, 1979, 4 pp.

The effects of three dimensions of teacher classroom behavior on change in pupil self-esteem were examined. It was hypothesized that pupil characteristics interact with teacher behavior in affecting self-esteem change. Forty-two sixth grade teachers and 1513 students from four tri-ethnic schools participated in this study. The analytical method was a hierachical linear regression approach. Six significant ($p < .01$) interaction effects were found. Findings are discussed, including an apparently paradoxical, negative effect of positive teaching behavior on pupil self-esteem for those students who started the year low in self-esteem and were low SES and/or Black.

$1.00

2423
Comparison of Self, Peer, and Teacher Ratings of Student Coping as Predictors of Achievement, Self-Esteem, and Attitudes, R.F. Peck, D. Blattstein, A. Blattstein & R. Fox, RDCTE, 1979, 17 pp. To be published in the *Journal of Teacher Education*, early 1980.
Some research has assessed student coping by administering self-report measures. Other times, peers or teachers have rated student coping. Self, peer, and teacher ratings of student coping were compared to determine whether different sets of raters similarly predict students' regressed change over the year on achievement, self-esteem, and attitudes towards school. Ratees were 257 sixth graders from tri-ethnic classes. Self, peer, and teacher ratings all significantly predicted all of the student outcomes. Teacher ratings, however, predicted regressed change better, on all three student outcome measures, than did self or peer ratings.
$1.00

2424
Coping Strategies, Career Aspirations, and Career Values in the Career Decision-Making Process, G. Payne & R.F. Peck, RDCTE, 1979, 10 pp.
Ten and fourteen year old children in the Chicago, Illinois area and in Austin, Texas completed measures of educational and occupational aspirations, occupational values, and a sentence completion instrument measuring coping strategies. Correlational and factor analytic data indicated that children's aspirations and occupational values are correlated with coping strategies that logically support the attainment of these aspirations and values. This paper was presented at the annual meeting of the American Psychological Association in New York, September 1979.
$1.00

2425
Social Adjustment and Achievement: A Cross-National Survey, R.F. Peck & R. Hughes, RDCTE, 1979, 9 pp.
A multi-lingual battery of coping and motivational measures was developed to determine the important coping patterns that predict success in school in a sample of 10 and 14 year old children in the U.S.A., Brazil, Italy, and Mexico. The results indicate the importance of coping and motivation factors in predicting school success, even after the cognitive factors have been considered. This paper was presented at the annual meeting of the American Psychological Association in New York, September 1979.
$1.00

2426
Teacher Characteristics That Influence Student Evaluations, R. Fox, R.F. Peck & D. Blattstein, RDCTE, 1979, 18 pp.
Student evaluations of teachers have been found to both reliable and valid. The specific teacher characteristics which evoke and explain these evaluations are examined both for end-of-year evaluations and for change over the school year. Both teacher self-report personality characteristics and observer rated classroom behavior significantly predicted student evaluations given by sixth grade Anglo, Black, and Chicano students. Self-rated individuality, nonsocial behavior, anxiety, and attitudes toward self predicted end-of-year evaluations, while self-rated introversion and coping skill predicted change in student evaluations over the year. Teacher classroom behavior was predictive of both final evaluations and change in evaluations over the year.
$1.25

2431
Coping Strategies and Career Motives That Affect Achievement, R.F. Peck, RDCTE, 1979, 20 pp.
The paper describes a conceptualization of specific coping skills, attitudes and career-related motivations that was developed and validated against school performance in eight countries. This theory is related to other formulations of coping behavior, and to theory and research about the development of career choice and career effectiveness (Crites, Harren, Holland, Kroll, Super and Kidd, et al). Some specific research findings are presented and implications discussed, for the further study of coping and vocational behavior. This paper was presented at the annual meeting of the American Psychological Association in New York, September 1979.
$1.25

2432
Attributions and Achievement: An International Study, R. Hughes, J. Breeding, R.F. Peck & G. Payne, RDCTE, 1979, 10 pp.
Social scientists have only recently begun to explore student's conceptions of their world and its relationship to their success in school. In particular, investigators have found that students who perceive themselves to be more in control of their environment are also more successful in school. Several theorist have suggested that this is a universal human phenomena. The present study examines casual attributions and other student conceptions of themselves and their environment in a cross-cultural sample. The findings indicate that while student's world views are substantially related to school achievement, these patterns are culturally specific rather than universal. This paper will be presented at the annual meeting of the American Educational Research Association in Boston, April 1980.
$1.00

2433
Coping Behavior and Achievement: Validating A Conceptual System, R.F. Peck, R. Hughes, J. Breeding & G. Payne, RDCTE, 1979, 10 pp.
An international team of researchers developed an improved conceptualization of competent behavior which included three components: coping behaviors, motivation, and attitudes. A set of internationally, usable, reliable measures were developed and compared to objective criteria of school achievement. Fifty-four hundred 14 year old children from eight countries were the sample. The coping/motivation measures showed substantial prediction of achievement, both alone and in conjunction with aptitude. National samples and cohorts (1965 and 1968) differed on which kinds of coping skills affected achievement. Implications were discussed for education, study of social competence, and vocational psychology. This paper will be presented at the annual meeting of the American Educational Research Association in Boston, April 1980.
$1.00

2434

Cross-Cultural Sex Differences: Implications for Education, J. Breeding, R.F. Peck, R. Hughes & G. Payne, RDCTE, 1979, 10 pp.

Fundamental issues about man's nature such as the origin of sex differences can only be answered through cross-cultural investigation. The present study provides evidence that, in many aspects of life in the classroom, culture is a more important factor to consider than is gender of birth in the psychology of sex differences.

An international study of children in eight countries examined sex differences in aptitude, achievement, and a variety of coping and motivational variables. Results indicate that culture is much more important than sex in determining school success and casts doubt on the existence of many "universal" sex differences.

$1.00

Technical Reports

2430

Coping Behavior and Achievement: An International Study, R.F. Peck, et al, RDCTE, 1979, 100 pp.

Prior to the 1950's, psychological theory dealt almost exclusively with maladaptive behavior. Since then, considerable effort has gone into defining what constitutes adaptive behavior, or competence. This study undertook to develop an improved conceptual system for explaining effective behavior, to build reliable measures of the components of that behavior, to develop and apply the measures internationally, and to validate the measures and concepts against object criteria of achievement.

Projective self-report, and peer rating instruments were developed in international conferences, with semantically equivalent editions in English, German, Japanese, Brazilian Portuguese, Slovenian and Mexican Spanish. Standardized achievement tests and the Raven aptitude test were also used. The instruments were given to 800 boys and girls, age 10 and 14, upper-middle and skilled working class, in equal numbers, in 1965, in Sao Paulo, London, Milano, Tokyo, Mexico City, Austin, Texas, a pair of communities near Chicago, Illinois, and Ljubljana. In 1968, the study was repeated on a new, similar sample of 400 in each site, now including Hannover, Heidelberg and Koblenz, West Germany. Overall, the coping/motivation measures showed more power to predict achievement, both alone and in conjunction with aptitude than almost any previous non-cognitive measures have shown. Coping skills did significantly affect achievement, and skill in other areas of behavior also affected achievement. Defensive behavior had adverse affects, almost everywhere.

Educationally, the findings suggest it is important to train children and encourage them to be self-starting, self-sustaining, independent problem solvers. Moreover, they need to learn to cope well with anxiety, aggression, and interpersonal relations. Apart from their intrinsic value, these skills strongly affect academic learning.

$3.00

Cross-Cultural Research

2355

Two Core-Culture Patterns and the Diffusion of Values Across Their Border, R.F. Peck & R. Diaz-Guerrero, *International Journal of Psychology*, 1967, *2(4)*, 275-282.

$1.00

Career Development

1067

Personality Patterns Related to Occupational Roles, M. Siegelman & R.F. Peck, *Genetic Psychology Monographs*, 1960, *61*, 291-349.

$1.85

2353

Intra-Institutional Problems: Organization and Personality, R.F. Peck & C.C. Cleland, *Mental Retardation*, 1966, 4(2), 7-11.

$1.00

RESEARCH AND DEVELOPMENT AGENDA IN TEACHER EDUCATION PROJECT

The following materials can be ordered from the Communication Services Division of RDCTE. For other information about the RDATE project, contact:

Dr. Gene E. Hall, Director
RDATE Project
R&D Center for Teacher Education
Education Annex 3.214
The University of Texas at Austin
Austin, Texas 78712

Research Methodology

7000

Teacher Education Program Evaluation and Follow-up Studies: A Collection of Current Efforts, S. Hord & G. Hall, eds., RDCTE, 1978, 201 pp.

These papers originally shared at a Colloquium hosted by the R&D Center for Teacher Education, April 26-28, 1978, describe efforts to evaluate teacher preparation programs by following graduates as they experience the world of teaching. The sixteen authors represent seven teacher training institutions which vary broadly in student population size and type, scope and kind of programs offered, fiscal basis, levels and kinds of degrees awarded and other factors. These authors provide a range of background in follow-up studies, some are recently into their evaluations, others have four to five years experience and expertise. Useful tools and techniques in addition to the reporting of findings are included in these papers which present the "how-to-do-its" of teacher education program follow-up studies: information about research questions, study design, selection of measures, concerns about budget and staffing, approaches to data collection and data processing, managing the study, and utilizing feedback.

$7.00

7001

Implications of Experience in Teacher Education Program Follow-Up Studies for Future Work, symposium set of 5 papers, RDCTE, 1979, 115 pp.

"Some Feedback is Better than Others: Implications of a Study of First Year Teachers for the Follow-up of Teacher Education Graduates," Kevin Ryan, The Ohio State University.

"Follow-Up Studies and Research on Teacher Selection," H.D. Schalock, Teaching Research Division, Oregon State System of Higher Education.

"Formative Evaluation Efforts in a Teacher Education Program," James M. Cooper and Howard L. Jones, The University of Houston.

"Follow-Up Studies: Providing the Thrust for Program Improvement", Jerry B. Ayers, Tennessee Technological University.

"Critical Findings From the Teacher Preparation evaluation Program: Teacher Entry, Retention, and Change," Ronald D. Adams, Western Kentucky University.

The papers briefly present the "how to do it" specifics for designing and managing quality teacher education program evaluation studies: information about research questions, study design, selection of measures, concerns about budget and staffing, approaches to data collection and data processing, managing the study, and utilizing feedback. In addition to describing the study, each author identifies an important implication which now focuses attention for future work. How this new issue may be addressed through findings from their follow-up studies is described.

This symposium was presented at the annual meeting of the American Educational Research Association in San Francisco, April, 1979.

$3.50

Policy Development Papers

7002

A National Agenda for Research and Development in Teacher Education, 1979-1984, G. Hall, synthesis, & V. Koehler, preface, RDCTE, 1979, 86 pp.

This report summarizes the activities and outcomes of a planning project responsible for delineating and prioritizing crucial, researchable issues in teacher education, executed in a collaborative, constituent-owned mode. A National Planning Committee provided the design for an invitational conference, the resultant recommendations of which represent a collective sense of the appropriate directions for research and development in teacher education for the next three to five years.

$3.00

7003

Exploring Issues in Teacher Education: Questions for Future Research, G. Hall, S. Hord & G. Brown, eds., RDCTE, 1979, 569 pp.

This volume is comprised of 26 topical papers and the remarks of 14 discussants shared at an invitational conference hosted by the R&D Center for Teacher Education, January 10-12, 1979. The papers are organized so as to present research knowledge in seven topic areas in teacher education: Content, Process, Context, Professionals as Learners, Collaboration, Research Methodology, and Change/Dissemination.

Each topic area includes an overview presentation paper of research findings and conceptual frameworks currently regarding the topic, several specialists' papers focused on specific research and questions generated by work in the area, and reactive remarks by discussants.

Utilizing a second structuring dimension, participants addressed their specific topic area across the continuum from preservice to induction (early inservice) to inservice, in order that current pressing issues facing teacher education might be identified, and that problems which might be addressed by research in teacher education in the near future might be structured.

$7.50

7004

The Process and Outcomes of a Constituent-Based Teacher Education Research Agenda-Building Program, G.F. Hall, RDCTE, 1979, 22 pp.

This paper describes the development of a national research agenda in teacher education, collaboratively generated by the various constituent role groups. In a united effort to address the problems of the profession, critical issues and directions for future research were generated, synthesized, and prioritized. The paper details the establishment of a constituent-based governance structure, the conceptual framework developed for examination of relevant issues, the conference proceedings wherein issues were identified, and some of the outcomes, including the specification of issues for research and policy analysis.

This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.

$1.50

RESEARCH ON CONCERNS-BASED ADOPTION PROJECT

The following materials can be ordered from the Communication Services Division of RDCTE. For other information about the RCA Project, contact:

Dr. Gene E. Hall, Director
Research On Concerns-Based Adoption Project
R&D Center for Teacher Education
Education Annex 3.214
The University of Texas at Austin
Austin, Texas 78712

The Concerns-Based Adoption Model: The Concept

3006
A Developmental Conceptualization of the Adoption Process Within Educational Institutions, G.E. Hall, R.C. Wallace, Jr. & W.A. Dossett, RDCTE, 1973, 40 pp.
The original presentation of the Concerns-Based Adoption Model (CBAM), this paper outlines the hypothesized process by which an institution successfully integrates an innovation into its functional structure. The CBAM, its component systems and their interaction and the dimensions of Levels of Use of the Innovation and Stages of Concern About the Innovation are described.
ERIC ED 095 126
$1.50

3002
The Concerns-Based Adoption Model: A Developmental Conceptualization of the Adoption Process Within Educational Institutions, G.E. Hall, RDCTE, 1974, 32 pp.
Paper presented at the annual meeting of the American Education Research Association, Chicago, April 1974. A shorter version of No. 3006 above, this document describes the Concerns-Based Adoption Model, its component systems and their interaction as a means to achieve successful innovation adoption within institutions. The Levels of Use and Stages of Concern dimensions are presented and described.
ERIC ED 111 791
$1.25

3012
The Effects of "Change" on Teachers and Professors – Theory, Research, and Implications for Decision-Makers, G.E. Hall, RDCTE, 1975, 35 pp.
Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy-Makers and Researchers, Austin, Texas, November 1975. This paper provides an overview of the "CBAM" project's work to date. The CBAM and its dimensions are described, the research effort outlined, and several findings are presented. Implications for decision-makers are discussed in detail.
ERIC ED 128 338
$1.50

3028
Assessing and Facilitating the Implementation of Innovations: A New Approach, S.F. Loucks & G.E. Hall, *Educational Technology*, 1977, *17(2)*, 18-21.
This presents a brief overview of the Concerns-Based Adoption Model in terms that communicate readily to practitioners. The concepts of developmental concerns and use are described and implications are discussed for their application to facilitating change in schools.
$1.00

CBAM Research

3046
Affective and Behavioral Change in Individuals Involved in Innovation Implementation, A.A. George & W.L. Rutherford, RDCTE, 1978, 29 pp.
This paper describes longitudinal research findings from studies of educational change using the dimensions of Stages of Concern and Levels of Use. These dimensions are analyzed for change in individuals over time. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.50

3077
Implementing Innovations in Schools: A Concerns-Based Approach, G.E. Hall & S.F. Loucks, RDCTE, 1979, 30 pp.
This report documents the effectiveness of interventions based on the concept of the Concerns-Based Adoption Model in facilitating the implementation of a new curriculum in a large school district. This paper was presented at the annual meeting of the American Education Research Association in San Francisco, April 1979.
$1.50

3081
Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use, W.L. Rutherford & S.F. Loucks, RDCTE, 1979. 26 pp.
This paper is one of several describing research on the implementation of change in one junior high school over a two year period. It focuses on the perspective of the individuals who were involved in the process, describing changes in their Stages of Concern and Levels of Use of the innovation. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.50

3082
The Implementation of a New Approach to Discipline in a Junior High School, P. Zigarmi, RDCTE, 1979, 105 pp.
This ethnographic case study focuses on the actions of the principal and other change facilitators in a school involved in the change process – the implementation of a new approach to discipline – and on the reactions of teachers to those interventions. The interventions are described and quantitative data on teacher attitudes toward and use of the innovation concurrent to those interventions are presented.
$3.50

CBAM Application

3041
What Context? Is It In Use?, G.E. Hall, RDCTE, 1977, 25 pp.
This paper argues that before research or evaluation can take place, it must be known whether or not the treatment or program under study is actually implemented, and if so, what the quality of implementation is. Findings from Levels of Use research are reported indicating that often programs assumed implemented are not, and that there are actually several levels that define how an innovation is used. Implications for assessment of implementation are discussed. This paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
$1.50

3042
The Concerns-Based Perspective of the Collaboration Between an R&D Center and Two School Systems, G.E. Hall & S.M. Hord, RDCTE, 1977, 23 pp.
This paper contrasts collaborative efforts between an R&D Center and two school districts which differ significantly in their perspective, approach, and concerns about implementing change. The Concerns-Based Adoption Model is drawn upon in a discussion of the facilitation and blocking of change efforts in both school district collaborations. The paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977. (For complete symposium, see #6001).
$1.50

3056
Facilitating Institutional Change Using the Individual as the Frame of Reference, G.E. Hall in *Teacher Education: Renegotiating Roles for Mainstreaming*, J.K. Grosenick & M.C. Reynolds (Eds.), University of Minnesota Press, 1978, 25 pp.
Stages of Concern and Levels of Use are proposed as a way to document the impact of an implementation effort in higher education. The innovation is mainstreaming in regular preservice teacher education programs. Implementation issues are raised, ten possible intervention strategies described, and case data from one university are used to illustrate a successful initiation of change.
$2.00

3057
Concerns-Based Inservice Teacher Training: An Overview of the Concepts, Research and Practice, G.E. Hall, RDCTE, 1978, 37 pp.
The three CBAM diagnostic dimensions, Stages of Concern About the Innovation, Levels of Use of the Innovation and Innovation Configurations are described. For each dimension, the concept, illustrative research findings, and implications for inservice teacher training are presented. Example data from a case study of a concerns-based implementation effort is then presented and the paper concludes with four implications for inservice teacher training. This paper was presented at the Conference on School-Focused Inservice Training in Bournemouth, England, March 1978.
$1.50

3058
Meeting the Concerns of Users: A Way to Implement Competency Testing, G.E. Hall, RDCTE, 1978, 36 pp.
The concepts, Stages of Concern About the Innovation, Levels of Use of the Innovation and Innovation Configurations, are presented. Descriptions of eleven intervention strategies with their advantages and disadvantages follow. The paper concludes with implications and recommendations for implementing competency testing. This paper was presented at the Conference "Here Comes Competency Testing! Are You Ready?" in Boxborough, Massachusetts, May 1978.
$1.50

Stages of Concern About the Innovation (SoC)

SoC Concept

3065
Stages of Concern About the Inovation: The Concept, Verification, and Implications, G.E. Hall & A.A. George, RDCTE, 1978, 40 pp.
The development of the concept of SoC, its measurement and initial verification are described. The paper traces the research from early concept identification to development of a measure with reliability and validity. SoC research findings are described. The paper concludes with implications for planned change and questions that could be the subject of further research.
$1.50

SoC Measurement

3029
A Manual for Assessing Open-Ended Statements of Concern About an Innovation, B.W. Newlove & G.E. Hall, RDCTE, 1976, 53 pp.
This manual describes the concept of Stages of Concern, a developmental sequence of seven stages that describe individuals' concerns at various times during the process of change. A procedure is discussed for eliciting concerns from individuals through the use of an open-ended question. Scoring is explained using examples of typical responses. Implications for use of the Open-Ended concerns statements are discussed. Provides a quick and economical way for persons responsible for facilitating personalized change to acquire useful information.
ERIC ED 144 207
$3.00

3031
Development and Validation of a Concerns Questionnaire, A.A. George, RDCTE, 1977, 17 pp.
This paper describes the Stages of Concern Questionnaire, its development and validation.
This paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
$1.25

3032
Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, G.E. Hall, A.A. George & W.L. Rutherford, RDCTE, 1977, 110 pp.
This is a users' manual for the Stages of Concern Questionnaire (SoCQ). Included are descriptions of the development, reliability, and validity of the SoCQ, guidelines for its administration, scoring, and interpretation of resultant profiles.
ERIC ED 147 342
$4.00

3079
A Quick Scoring Device for the Stages of Concern Questionnaire, E.W. Parker & T.H. Griffin, RDCTE, 1979, 13 pp.
This report describes a procedure for handscoring the Stages of Concern Questionnaire and plotting the individual profile.
$1.00

SoC Research

3005
Concerns of Teachers About Implementing Team Teaching, G.E. Hall & W.L. Rutherford, *Educational Leadership*, 1976, *34(3)*, 227-233.
This article reports a study of the concerns of elementary school teachers about the innovation of team teaching. All seven Stages of Concern About the Innovation were found to exist in this sample. The concerns stages were also related to years of experience, and details of these relationships are discussed.
$1.00

3034
The Study of Individual Teacher and Professor Concerns About Innovations, G.E. Hall, *Journal of Teacher Education*, 1976, *27(1)*, 22-23.
This article presents the Stages of Concern concept and describes preliminary findings from longitudinal studies of the concerns of elementary teachers and university faculty about particular innovations.
$1.00

3036
Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum, S.F. Loucks, RDCTE, 1977, 25 pp.
This paper reports on a study of the concerns of elementary teachers involved in the implementation of the SCIS (Science Curriculum Improvement Study) curriculum. The one-year longitudinal study is described, findings presented, and implications drawn for similar implementation efforts. This paper was presented at the annual meeting of the Association for the Education of Teachers of Science in Cincinnati, March 1977.
$1.25

3038
An Investigation of How Teachers' Concerns Influence Innovation Adoption, W.L. Rutherford, RDCTE, 1977, 29 pp.
This paper presents research findings from two cross-sectional and longitudinal studies of concerns about innovations. Some preliminary correlations are made between Stages of Concern and Levels of Use data. The paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
$1.50

SoC Application

3070
The Concerns-Based Approach to Facilitating Change, G.E. Hall, *Educational Horizons*, 1979, *57(4)*, 202-208.
Interventions based on the recommendations of field-based practitioners are suggested in this paper. The theoretical framework upon which these recommendations are based is that of Stages of Concern About the Innovation.
$1.00

Levels of Use of the Innovation (LoU)

The LoU Concept

3004
Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption, G.E. Hall, S.F. Loucks, W.L. Rutherford & B.W. Newlove, *The Journal of Teacher Education*, 1975, *29(1)*, 52-56.
This article presents and operationally defines eight Levels of Use of the Innovation, behavioral descriptions of how individuals actually use an innovation at various points in time. A chart is included which describes the activities of individuals at each level of seven "categories," including planning, sharing and knowledge.
$1.00

3018
The LoU Chart: Operational Definitions of Levels of Use of the Innovation, RDCTE, 1975.
A 17" x 22" chart which defines eight Levels of Use of the Innovation according to seven "categories" or activities involved in innovation use. Discussions of the Concerns-Based Adoption Model and the Levels of Use dimension are included.
$1.00

3033
Levels of Use of the Innovation: The Conceptualization and Measurement of a Variable Useful for Assessing Innovation Implementation by Individuals, S.F. Loucks, RDCTE, 1977, 15 pp.
This paper describes the concept of Levels of Use, reports of development, reliability, and validity of the Levels of Use Interview, and presents sample Levels of Use data. The paper was presented at the annual meeting of the American Educational Research Association in New York, April 1977.
$1.25

3051
Conceptualizing and Measuring Program Implementation: A Variable Useful for Planned Change and Evaluation, S.F. Loucks, RDCTE, 1978, 14 pp.
This paper describes the concept of Levels of Use of the Innovation and discusses implications for planned change and evaluation, drawing from several research and evaluative studies utilizing the variable. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.00

LoU Measurement

3013
Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers and Raters, S.F. Loucks, B.W. Newlove & G.E. Hall, RDCTE, 1976, 260 pp.
This manual provides extensive detail about the concept development, management and training required to use the Level of Use Interview developed to determine the Level of Use of individuals using or considering using an innovation. Descriptions of typical responses of individuals at the different Levels are included as a guide to rating interview tapes and conducting actual interviews.
$7.00

3059
The Use of Training Tapes – Supplementary to the Manual, Measuring Levels of Use of the Innovation, B.W. Newlove, RDCTE, 1978, 42 pp.
This set of fourteen training tapes and a manual are supplements of the Levels of Use Interview Manual by Loucks, Newlove and Hall. The tapes are enacted scripts of actual Levels of Use interviews which demonstrate rating and interview rules, techniques, and problems. The supplemental manual suggest a training procedure utilizing the tapes, discussing the rating and interviewing in each tape.
$50.00

LoU Research

3015
A Developmental Model for Determining Whether the Treatment is Actually Implemented, G.E. Hall & S.F. Loucks, *American Educational Research Journal*, 1977, *14(3)*, 263-276.
Concentrating on the Levels of Use dimension of the CBAM, this paper discusses the importance of knowing whether and how an innovation or treatment is being used before evaluating it or conducting research. The Levels of Use of the Innovation dimension is presented as a useful construct for defining and classifying innovation implementation.
$1.00

3017
Team Teaching - How Do Teachers Use It?, W.L. Rutherford, RDCTE, 1975, 12 pp.
This paper applies the CBAM dimension of Levels of Use to team teaching in elementary schools. Teachers at each level are described and implications are discussed for the effective use and understanding of the problems of teaming.
$1.00

3027
An Exploration of Levels of Use of an Innovation and the Relationship to Student Achievement, S.F. Loucks, RDCTE, 1976, 12 pp.
Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, April 1976. This research report describes a study involving Levels of Use of the Innovation, where the innovation in focus was individualized instruction in both reading and math. Research questions include how Levels of Use are distributed among the population of second and fourth grade teachers, and how the teacher's Level of Use of individualization related to student scores on achievement tests. Findings are reported and implications are discussed.
ERIC ED 123 805
$1.00

3039
A Longitudinal Investigation of Individual Implementation of Educational Innovations, G.E. Hall & S.F. Loucks, RDCTE, 1977, 25 pp.
This paper presents preliminary findings of two largescale longitudinal studies of innovation use in schools and colleges across the country. Levels of Use data are used to report changes occurring among users and non-users of the innovations of team teaching in elementary schools and instructional modules in universities.
$1.50

3084
Implementing a New Approach to Discipline in a Junior High School: A Two-Year Study of Interventions in a Teacher Corps Project, P. Zigarmi, M. Goldstein & W.L. Rutherford, *The Journal of Classroom Interaction*, 1978, *14(1)*, 19-27.
This article focuses on the interventions made over a two-year period by a change facilitator in the implementation of a new approach to discipline in a junior high school. Intervention data are compared to data about teachers' Level of Use of the innovation.
$1.50

LoU Application

3071
Levels of Use and Extent of Implementation of New Programs in Teacher Education Institutions: What Do You Do?, G.E. Hall, RDCTE, 1979, 25 pp.
Data from a set of cross-sectional/longitudinal studies collected about the Level of Use of instructional modules are explored in relation to the role of the change facilitator in the change process. This paper was presented at the annual meeting of the American Association of Colleges for Teacher Education in Chicago, February 1979.
$1.50

3048
Implications of the SRI/NDN Evaluation and Levels of Use of the Innovation Studies for Planned Dissemination, Implementation and Evaluation, G.E. Hall, RDCTE, 1978, 18 pp.
As a part of the SRI/NDN evaluation study, effective facilitator activities were identified along a time sequence from initial awareness to implementation. The types of facilitator activities parallel what would be hypothesized to be appropriate facilitator activities at different Levels of Use of the Innovation. This parallelism is developed and issues are raised about present policy, practice and research on change. This paper are presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.25

Innovation Configurations

The Configuration Concept

3049
Innovation Configurations: Analyzing the Adaptations of Innovations, G.E. Hall & S.F. Loucks, RDCTE, 1978, 38 pp.
As an innovation is implemented, it is frequently adapted from the model the developer envisioned. The concept of Innovation Configurations is proposed as a way of describing and analyzing what happens to the innovation during implementation. In this paper, the concept is developed, sample research findings are presented, and implications for developers, evaluators and change facilitators are discussed. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.75

Configuration Research

3052
The Adaptation of the Stanford Research Institute Classroom Observation Instrument for Use in Studying Teacher Variations in Innovation Implementations, S.F. Loucks, RDCTE, 1978, 37 pp.
This paper describes how the SRI instrument was modified to study how elementary school teachers adapted a criterion-reference mathematics program. The adapted patterns, or "configurations," were identified through a teacher-completed checklist and were related to student behavior and classroom organization measured through the observation instrument. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.75

3074
Measuring Implementation: Its' Importance for Evaluating Outcomes of Parent Training Packages, S. Heck, RDCTE, 1979, 36 pp.
This paper describes the method that was developed for determining the effectiveness of a parent education workshop, which entails the assessment of implementation of program materials based on the configuration concept. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.75

3076
Utilizing Implementation Data in the Evaluation of a Mathematics Skills Achievement Monitoring Program, S.M. Hord & E.F. Reidy, RDCTE, 1979, 25 pp.
This paper describes how the implementation of an innovation – a feedback system to students and teachers about student mathematics mastery – was assessed. That information about implementation (Levels of Use and Configurations) was then compared to student achievement data. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.50

Concerns-Based Staff Development

3077
Implementing Innovations in Schools: A Concerns-Based Approach, S.F.Loucks & G.E. Hall, RDCTE, 1979,30 pp.
The report documents the effectiveness of interventions based on the concepts of the Concerns-Based Adoption Model in facilitating the implementation of a new curriculum in a large school district. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.50

3078
A Concerns-Based Approach to Curriculum Change, S.F. Loucks & H. Pratt, *Educational Leadership*, 1979, *37(3)*, 212-215.
This article documents a concerns-based approach to the planning and implementation of a curriculum change in a large school district, which involved a long-term collaborative effort between researchers and field site practitioners.
$1.00

3086
Assessing Teachers' Concerns as a Basis for Designing Inservice, S. Hord, RDCTE, 1979, 6 pp.
This paper is a brief summary of the idea of Stages of Concern, selected assessment tools, and implications for inservice teacher education. Inservice clinic presented at the annual meeting of the American Association of Colleges for Teacher Education in Chicago, March 1979.
$1.00

Interventions

3070
The Concerns – Based Approach to Facilitating Change, G.E. Hall, *Educational Horizons*, 1979, *57(4)*, 202-208.
Interventions based on the recommendations of field-based practitioners are suggested in this paper. The theoretical framework upon which these recommendations are based is that of Stages of Concern About the Innovation.
$1.00

3073
A Taxonomy of Interventions: The Prototype and Initial Testing, G.E. Hall, P. Zigarmi & S.M. Hord, RDCTE, 1979, 38 pp.
This document reports on the development of a preliminary system for classifying the actions and events (interventions) that influence the course of a change effort. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.75

3075
Context and Research Plan for Analysis of Interventions in a Two-Year Study of Innovation Implementation, S.M. Hord, RDCTE, 1979, 23 pp.
This paper develops the context for a study of interventions in the change process, describing previous research and theory, the data base, methodology, and the procedures used for analysis of intervention data. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.50

3080
A Study of the Effects of Various Interventions on the Implementation Process, W.L. Rutherford, RDCTE, 1979, 29 pp.
This paper is one of several describing research on the implementation of change in one junior high school. It describes how the interventions that were used were perceived by teachers involved in the change effort. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.50

3082
The Implementation of a New Approach to Discipline in a Junior High School, P. Zigarmi, RDCTE, 1979, 125 pp.
This ethnographic case study focuses on the actions of the principal and other change facilitators in a school involved in the change process—the implementation of a new approach to discipline—and on the reactions of teachers to those interventions. The interventions are described and quantitative data on teacher attitudes toward and use of the innovation concurrent to those interventions are presented.
$3.50

3084
Implementing a New Approach to Discipline in a Junior High School: A Two-Year Study of Interventions in a Teacher Corps Project, P. Zigarmi, M. Goldstein & W.L. Rutherford, *The Journal of Classroom Interaction*, 1978, *14(1)*, 19-27.
This paper focuses on the interventions made over a two-year period by a change facilitator in the implementation of a new approach to discipline in a junior high school. Intervention data are compared to data about teachers' Level of Use of the innovation.
$1.50

3085
Analysis of Change Agent Interventions in a Two-year Innovation Implementation Effort in One Junior High School. Collection of papers #3083, 3075, 3080, 3081, and 3083 listed above, with discussant remarks, RDCTE, 1979, 148 pp.
This set of papers describes a longitudinal research effort in one junior high school involved in the change process. The papers describe the theory underlying the research, the methods developed for recording, analyzing, and classifying interventions that were made by change facilitators, and the effects of those interventions on the attitudes of teachers toward and their use of the innovation.
$6.00

CBAM-Based Evaluation

(Reports available by special request only.)

3062
Formative Evaluation for the First Thirteen Months of the SEDL/RX, S.F. Loucks & G.E. Hall, RDCTE, 1977, 21 pp.
This is a formative evaluation study of the first thirteen months of the Southwest Educational Laboratory's Regional Exchange (SEDL/RX), a project funded by the National Institute of Education to disseminate R&D outcomes. The report describes the development of the exchange by analyzing activities and participation. Reactions of members of the exchange are discussed and next steps for the project are proposed.
$1.25

3072
An Exploratory Study of Implementation of Dean's Grant Projects in the Southeast, G.E. Hall, S.F. Loucks, A.A. George, J. Lawrence, B. Sharp & R. Schmid, RDCTE, 1979, 52 pp.
The project grants described in this paper enable the deans of institutions of higher education to implement mainstreaming components into their institution's preservice and inservice teacher education programs. This paper evaluates the institutional change that has been accomplished in eleven institutions as a result of these efforts in terms of the concepts of the Concerns-Based Adoption Model.
$2.00

3074
Measuring Implementation: Its Importance for Evaluating Outcomes of Parent Training Packages, S. Heck, RDCTE, 1979, 36 pp.
This paper describes the method that was developed for determining the effectiveness of a parent education workshop, which entails the assessment of the implementation of program materials based on the configuration concept. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$1.75

3076
Utilizing Implementation Data in the Evaluation of a Mathematics Skills Achievement Monitoring Program, S.M. Hord & E.F. Reidy, RDCTE, 1979, 25 pp.
This paper describes how the implementation of an innovation—a feedback system to students and teachers about student mathematics mastery—was assessed. That information about implementation (Levels of Use and Configurations) was then compared to student achievement data.
$1.50

Research Methodology

3047
Ethnographers and Ethnographic Data: An Iceberg of the First Order for the Research Manager, G.E. Hall, RDCTE, 1978, 25 pp.
Issues in managing ethnographic research from the perspective of the research manager are identified and illustrated with firsthand experiences of the author. Issues related to conceptualizing the study, recruiting and training ethnographers, field site coordination, data collection and transmittal procedures, communication, data reduction, and data interpretation are discussed. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.25

3050
Under the Eye of the Ethnographer: Reactions and Perceptions of the Observed, S.M. Hord, RDCTE, 1978, 39 pp.
This paper reveals the feelings and perceptions of those individuals who are observed by the ethnographer in a broad spectrum of educational roles: staff developers, central office administrators, principals, teachers, educational researchers. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.50

3054
The Personal Interview: A Tool for Investigating and Understanding Change in Schools, W.L. Rutherford, RDCTE, 1978, 18 pp.
This paper reports four ways the personal interview has been used in the PAEI/CBAM program to study the process of change in schools. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.25

3055
The Psychological Stresses of Ethnographic Research, D. Zigarmi & P. Zigarmi, RDCTE, 1978, 42 pp.
The emphasis in this paper is the stresses ethnographers experience in doing research related to gaining access, overload, participation/intervention, acceptance and identity, reciprocity, autonomy, data presentation and distribution. This paper documents the stategies ethnographers evolve for coping with the stresses that develop. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.75

3064
Implementing Criterion-Referenced Instructional Programs, W.L. Rutherford, RDCTE, 1978, 16 pp.
A study of two criterion-referenced programs reveals that effective use of such programs is likely to be more fiction than fact unless administrators and developers do something to overcome the difficulties associated with implementation. This paper was presented at the annual meeting of the American Educational Research Association in Toronto, March 1978.
$1.00

3067
Measuring Self, Task, and Impact Concerns: A Manual for Use of the Teacher Concerns Questionnaire, A. George, RDCTE, 1978, 30 pp.
The Fuller model of teacher concerns proposes that teachers can have concerns about self, task, and impact in relation to their teaching role. This manual describes recent studies using the Teacher Concerns Checklist that have resulted in a scoring procedure that yields scores on self, task, and impact concern scales. The scoring procedure and related psychometric data are included.
ERIC ED 175 845
$3.00

3069
Theoretical and Practical Consequences of the Use of Standardized Residuals as Rasch Model Fit Statistics, A.A. George, RDCTE, 1979, 54 pp.
This paper explains the theory behind the standardized residual fit statistic and points out an error in that theory. The practical consequences of failing to reject items which do not fit the Rasch model are demonstrated using actual test data. This paper was presented at the annual meeting of the American Educational Research Association in San Francisco, April 1979.
$2.00

3083
A Mapping Technique for Analysis of Ethnographic Data and Its Contribution to the Development of a Theory of Innovation Implementation, P. Zigarmi & M. Goldstein, RDCTE, 1979, 20 pp.
On the basis of descriptive data gathered in one junior high school, an analytic data reduction procedure ("mapping") was developed to conceptually locate interventions made in the implementation of the change process. This paper describes the mapping procedure, its contribution to a theory of intervention, and speculates about the potential usefulness of the technique.
$1.50

Case Studies

3082
The Implementation of a New Approach to Discipline in a Junior High School, P. Zigarmi, RDCTE, 1979, 125 pp.
This ethnographic case study focuses on the actions of the principal and other change facilitators in a school involved in the change process—the implementation of a new approach to discipline—and on the reactions of teachers to those interventions. The interventions are described and quantitative data on teacher attitudes toward and use of the innovation concurrent to those interventions are presented.
$3.50

Presentation and Workshop Package

3068
CBAM: A Brief Overview Presentation. Multimedia package, RDCTE, 1979. (Available only to participants in Concerns-Based Consulting Skills Workshops).
This package contains the Stages of Concern slide/tape show, a trainer's guide, a set of transparencies and handout masters to be used for a 1 to 1-1/2 hour overview of the Concerns-Based Adoption Model.
$75.00

The "Trouble-Shooting" Checklists

3019
The "Trouble-Shooting" Checklist (TSC) for Higher-Educational Settings (Manual and Instrument), B.A. Manning, RDCTE, 1976, 42 pp.
This diagnostic and predictive instrument is designed to aid persons concerned with change in their assessment of organizational variables predictive of an institution's potential for successfully adopting innovations. The checklist consists of 100 items which can be classified according to the following five scales: Organizational Climate, Organizational Staff, Communications, Innovative Experience, and Students.
ERIC ED 126 833
$1.50

3021
The "Trouble-Shooting" Checklist (TSC) for School-Based Settings (Manual and Instrument), B.A. Manning, RDCTE, 1976, 47 pp.
The checklist is designed to measure an organization's potential for successfully adopting and implementing educational innovations it focuses on a school's communication patterns, innovative experience, school-based staff, central administration, relations with the community, organization climate, and students. These seven variables yield a profile that indicates a school's particular strengths and weaknesses with respect to the adoption process.
ERIC ED 126 095
$1.50

Teacher Centers

3014
Toward Functional Pre-Service Teacher Education Centers: Human Interactions in Program Development, O.H. Bown & W.L. Rutherford, RDCTE, 1975, 67 pp.
Prefaced by a literature review with an historical perspective, this paper describes the difference between teacher centers focusing on the traditional student teaching operation and more inclusive functional teacher centers focusing on the three-way interaction between teacher, student teacher and child. Guidelines for accomplishing the latter style of teacher center are presented.
ERIC ED 133 297

3011
Teacher Centers in Texas: The State of the Scene, G.E. Hall & S.F. Loucks, RDCTE, 1975, 8 pp.
This survey describes the current functioning and interactions of teacher centers in Texas, as reported by nearly 300 participants across the state. Areas of discussion include organization of individual teacher centers, communication with other teacher centers and the extent of present involvement and development work in the training of supervising teachers.
ERIC ED 125 514
$1.00

3025
Texas Teacher Center Activities and Networking with Special Attention to School-Based Teacher Educator (SBTE) Activities: Part II, S.F. Loucks & G.E. Hall, RDCTE, 1976, 53 pp.
This is a follow-up report to the Fall 1975 survey of the Texas teacher centers. Another questionnaire survey indicated where change had taken place over the year, and the extent to which the concepts of School-Based Teacher Education had diffused across the state.
$1.50

3043
The Present State of the Scene in Texas Teacher Centers, with Special Attention of the Effects of the School-Based Teacher Educator Project, G.E. Hall & S.F. Loucks, RDCTE, 1977, 37 pp.
This is the final report in a series of questionnaire surveys of Texas teacher centers, indicating changes in center organization functioning and networking over a twenty-month period. Diffusion and effect of the School-Based Teacher Educator concept and project products are summarized.
$1.50

Other Papers

3016
The Madness of Educational Change, W.L. Rutherford, RDCTE, 1975, 19 pp.
This paper reflects on the problems of change in schools that is often neither orderly nor productive, resulting in a reduction of teacher effectiveness and potential student achievement. The problems of external funding, inattention to factors that influence innovation adoption and the complexity and abundance of innovations in schools are discussed.
$1.00

3010
Each His Own Man: The Role of Adoption Agents in the Implementation of Personalized Teacher Education, R.C. Wallace, Jr., RDCTE, 1973, 57 pp.
The role of the adoption agent is described through case study characterizations of six adoption agents, their personalities, leadership styles and experiences. Generalizations are drawn about effectiveness in this role, and the role is contrasted with that of the change agent with an innovation-free perspective.
ERIC ED 096 255
$1.85

3001
Representative Incidents in the Adoption Process, J.A. Farrington, G.E. Hall, B.A. Manning & R.C. Wallace, Jr., RDCTE, 1974, 29 pp.
Three case studies of innovation adoption are presented, depicting success and failure by both internal and external adoption agents. Important principles and problems are drawn from interviews with six adoption agents.
ERIC ED 111 773
$1.25

3044
The Actual Outcomes of Team Teaching Compared with its Predicted Outcomes, W.L. Rutherford, RDCTE, 1977, 14 pp.
In the 1950's and 1960's, it was predicted that team teaching would afford a number of benefits for students and teachers. This study compared those predictions with the outcomes of team teaching in schools today, drawing from the project's two-year largescale longitudinal study of teaching in elementary schools.
$1.25

3045
Criterion-Referenced Programs: The Missing Element, W.L. Rutherford, RDCTE, 1977, 8 pp.
This paper speaks to the problem with many locally-designed criterion-referenced instructional programs, that of neglecting to develop a management system to accompany the content structure system. The need for such a management component is supported and suggestions made for its inclusion.
$1.00

3063
Questions Teachers Ask About Team Teaching, W.L. Rutherford, *Journal of Teacher Education*, 1979, *30(4)*, 29-30.
From approximately 1200 personal interviews with teachers major patterns of team teaching were identified as well as questions teachers consistently asked about team teaching.
$1.00

CBAM Colleague Reports

CBAM Colleague Reports provide a means for individuals working in the area of change outside of the project to share ideas and perceptions about their work.

3066
A Study of Elementary School Principals' Self Perceptions of Change Agent Behavior, B. Johnson & C.A. Sloan, 1977, 30 pp.
This study involves three groups of elementary school principals classified by central office administrators as non-change comprehensive change agents. The perceptions of these groups about their change-oriented administrative behaviors are described and contrasted.
$1.50

Individuals who do not have general knowledge of the CBAM concepts may wish to start with the following papers which provide a basic orientation:

3028
Assessing and Facilitating the Implementation of Innovations: A New Approach, S.F. Loucks & G.E. Hall.
$1.00

3004
Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption, G.E. Hall, S.F. Loucks, W.L. Rutherford & B.W. Newlove.
$1.00

3060
Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development, G.E. Hall & S.F. Loucks, *Teachers College Record*, 1978, *80(1)*, 36-53.
$2.00

3087
Concerns About the Adoption of the Learning Resources Center Program in a Rural School District, A. Sanders & A. George, RDCTE, 1980, 20 pp.
This paper reports the use of the SoC Questionnaire in a small scale formative evaluation of the implementation of an innovation in a rural school district.
$1.50

3088

Concerns of Teachers About Implementing Individualized Instruction in the Physical Education Setting, C.J. Knowles, RDCTE, 1980, 22 pp.

The concerns of physical education teachers were measured before and after a seven-week field-based inservice training program. Changes in concerns and implications for follow-up interventions are discussed.

$1.50

3089

Levels of Use of Individualized Instruction in the Physical Education Setting, C.J. Knowles, RDCTE, 1980, 16 pp.

The levels of use of individualized instruction were measured for a sample of physical education teachers, both before and after an intensive inservice program. The use of data for planning follow-up interventions and for the identification of teacher demonstrators is discussed.

$1.25

PRODUCTS OF PREVIOUS PROGRAMS

PERSONALIZED TEACHER EDUCATION

Conceptual, Descriptive and Research Papers

0001
Personalized Education for Teachers: An Introduction for Teacher Educators, F.F. Fuller, RDCTE, 1970, 66 pp.
This manual gives teacher educators an overview of personalization concepts to enable them to begin development of a personalized teacher education program and courses.
ERIC ED 048 105
$2.00

0002
Creating Climates for Growth, F.F. Fuller, O.H. Bown & R.F. Peck, RDCTE, 1967, 35 pp.
The purpose of this booklet is to reflect upon how knowledge of basic human feelings and the effects of emotion on behavior can impact the education of teachers. It helps teachers and teacher educators become aware of the importance of being more sensitive, responsive and in tune with their strengths and limitations.
ERIC ED 013 989
$1.25

1036
Personalized Education: An Attainable Goal in the Seventies, R.F. Peck, RDCTE, 1970, 16 pp.
ERIC ED 051 137
$1.00

1054
The Block Program: A Personalized Teacher Education Professional Program, D.P. Butts, H. Carter, T. Colton, E.G. Gibb, G.E. Hall & W. Rutherford, RDCTE, 1970, 70 pp.
ERIC ED 046 908
$2.50

2090
The 15-Minute Hour: A Brief Teaching Experience, B.W. Newlove & F.F. Fuller, *Journal of Teacher Education*, 1971, *22(3)*, 335-340.
This describes how beginning teacher candidates can have their concerns about teaching aroused by an early, brief teaching experience.
$1.00

2298
A Study of Elementary Teacher Training: Experimental-Control Group Comparisons and Changes over a Two-Year Training Period, R.F. Peck, O.H. Bown, F.F. Fuller & S.L. Menaker, RDCTE, 1967, 35 pp.
$1.00

2327
Becoming a Teacher, F.F. Fuller & O.H. Bown, *Teacher Education 1975*, The National Society for the Study of Education, 1975, 28 pp.
$1.25

3014
Toward Functional Pre-Service Teacher Education Centers: Human Interactions in Program Development, O.H. Bown & W.L. Rutherford, RDCTE, 1975, 67 pp.
ERIC ED 133 297

Teacher Concerns

1015
Concerns of Teachers: A Developmental Conceptualization, F.F. Fuller, *American Educational Research Journal*, 1969, *6(2)*, 207-226.
This article conceptualizes three identifiable levels of concern through which prospective teachers are found to progress as they experience their student teaching semester. Fuller describes these levels—concern about self, concern about teaching task, and concern about impact—and relates them to both previous research and implications for teacher education.
$1.00

2313
Relevance for Teacher Education: A Teacher Concerns Model, F.F. Fuller, RDCTE, 1971, 27 pp.
$1.00

2323
Concerns of Teachers: Research and Reconceptualization, F.F. Fuller, J.S. Parsons & J. Watkins, RDCTE, 1973, 68 pp.
This paper reports a study of the concerns of over 1,300 pre- and in-service teachers in an effort to test the concept of early and late concerns and determine whether these concerns differ with teaching experience. Results indicated that in-service teachers express significantly more pupil benefit concerns than do pre-service teachers, who express more self-oriented concerns. The concept of concerns was reconceptualized to include concerns about the teaching task, expressed primarily by in-service teachers.
ERIC ED 091 439
$2.75

2324
Teacher Education and the Psychology of Behavior Change: A Conceptualization of the Process of Affective Change of Preservice Teachers, F.F. Fuller, RDCTE, 1973. 31 pp.
Paper presented at the annual meeting of the American Psychological Association, Montreal, Canada, August 1973.
$1.25

2326
Progress Report on Research on the Teacher Concerns Checklist, A. George, G.D. Borich & F.F. Fuller, RDCTE, 1974. 38 pp.
This paper describes the history of measurement of teacher concerns and describes in detail the analysis of the Teacher Concerns Checklist, Form B. Reliability coefficients, intercorrelation of subscales, the use of an instrument in empirical studies, and correlation of scores with other variables are discussed.
$1.25

2328
Analysis of Five Hypothesized Factors on the Teacher Concerns Checklist, Form B, A. George, RDCTE, 1974, 17 pp.
This paper reports reanalyses of scores for 680 pre- and in-service teachers on the Teacher Concerns Checklist, Form B, by factor analyses and Verimax criterion rotation. This procedure resulted in the definition with each factor consisting of three items clearly representing that factor.
Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974.
$1.00

3067
Measuring Self, Task, and Impact Concerns: A Manual for Use of the Teacher Concerns Questionnaire, A. George, RDCTE, 1978, 79 pp.
The Fuller model of teacher concerns proposes that teachers can have concerns about *self, task* and *impact* in relation to their teaching role. This manual describes a questionnaire that measures self, task, and impact concerns. The scoring procedure, validity and reliability information and suggestions for administering the questionnaire and interpreting the scores are included.
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Manuals

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Automated Sentence Completion Screening, D.J. Veldman, RDCTE Research Methodolgy Monograph No. 12, 1971, 20 pp.
$1.00

2237
Manual for Scoring the Test of Directed Imagination, D.J. Veldman, S.L. Menaker & D.L. Williams, RDCTE Research Methodology Monograph No. 4, 1970, (revised), 51 pp.
$1.50

2226
Adjective Self-Description, D.J. Veldman, RDCTE Research Methodology Monograph No. 11, 1971, (revised), 37 pp.
$1.25

2032
Scoring Procedure and College Freshman Norms for the Self-Report Inventory, O.H. Bown & D.J. Veldman, RDCTE, 1967, 27 pp.
$1.25

2207
Student Evaluation of Teaching, D.J. Veldman, RDCTE Research Methodology Monograph No. 10, 1970.
ERIC ED 055 979
$1.00

2108
Student Evaluation of Teacher Instrument II, Manual, R.A. Haak, D.A. Kleiber & R.F. Peck, RDCTE, 1972, 102 pp.
$3.00

2373
Manual for Administering Student Evaluation of Teacher Instrument II, E. Morris & K. Goodwin, RDCTE, 1977, (revised), 14 pp.
$1.25

2318
SET II Computer Program Manual, R. Pennington, RDCTE, 1973, 6 pp.
$1.00

COMPASS Training Materials

0009
Personal Assessment Feedback Counseling for Teachers, F.F. Fuller, O.H. Bown, B.W. Newlove & G. Brown, RDCTE, 1972, 89 pp.
This manual describes assessment feedback counseling of non-volunteer teacher clients when the focus of counseling is feedback about the teacher from instruments he has completed.
$2.60

The Videotape Feedback System

2334
Training of Student Teachers Through Personalized Videotape Feedback, O.H. Bown, RDCTE, 1974, 21 pp.
ERIC ED 090 161
$1.25

1053
Film and Videotape Feedback: A Review of the Literature, H.P. Baker, RDCTE, 1970, 74 pp.
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Self-Confrontation Reviewed: A Conceptualization for Video Playback in Teacher Education, F.F. Fuller & B.A. Manning, RDCTE, 1972, 59 pp.
$1.25

Classroom Interaction

0041
The Fuller Affective Interaction Records (FAIR), F.F. Fuller, RDCTE, 1969, 102 pp.
The FAIR system is composed of two subsystems for coding the affective aspects of teacher and pupil classroom behavior. The categories represent equally for both pupils and teachers dimensions considered to be components of affective interpersonal interaction: positiveness-negativeness, activity-passivity, inclusion-exclusion and permissiveness-restrictiveness. The FAIR 33 subsystem contains 33 categories that represent all four dimensions for pupils and teachers. FAIR 13, the other subsystem, is an adaptation of the Flanders Interaction Analysis System. It contains 13 categories representing positive-negative and activity-passivity dimensions. The manual includes instructions to coders, reliability information, and descriptions of mechanical and electronic equipment to facilitate coders' work.
$3.00

0038
Analysis of Teaching Behavior, G.E. Hall, RDCTE, 1971, 52 pp.
This manual presents a system for coding and analyzing science teaching, the Instrument for the Analysis of Science Teaching (IAST), and provides instruction in use of the instrument as a tool of self-analysis.
ERIC ED 03[illegible]366
$1.50

0042
The IAST v.2 System, G.E. Hall, RDCTE, 1972, 88 pp.
The IAST v.2 is a system of interaction analysis that quantifies student and teacher verbal and non-verbal behaviors judged to be important in process teaching. The original research and training with the instrument was in science teaching (thus its name, The Instrument for the Analysis of Science Teaching). In subsequent research, the IAST v.2 was found to be applicable to other curriculum areas as well. The system consists of 14 basic categories, subdivided to make a 32 category observation system. Computer processing of the data provides the user with a 32-by-32 matrix of 52 additional factors for interpretation. The IAST v.2 manual includes category definitions, coder training procedures, reliability figures, sample data, a listing of the computer programs, and suggestions for data interpretation.
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2077
Dimensions of Classroom Behavior, E.T. Emmer & R.F. Peck, *Journal of Educational Psychology*, 1973, *64(2)*, 223-240.
$1.50

1078
Interpersonal Interaction: A Selective Review, B.A. Manning, RDCTE, 1972, 124 pp.
ERIC ED 126 096
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